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ABSTRACT

Devoted to long range planning for library services, this issue of the Wisconsin Library Bulletin reviews population profiles, economic indicators, social and governmental concerns, trends in education, and current surveys and needs assessments to formulate planning for Wisconsin Library Services over the next five years. Goals and objectives are developed for multitype library cooperatives, networks, and resource sharing; library services for general users, including the concerns for children, young adults, and college students; and library services for such specialized users as the disadvantaged, the institutionalized, and scholars. Special emphasis is given to the use of computer and communications technology and to the physical development of public libraries, systems, and facilities. Appendices deal separately with the scope, procedures, criteria, and priorities of the Library Services and Construction Act. (RAA)

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Comprehensive Long-Range Program for Library Services in Wisconsin 1980 - 1985

Division for Library Services

Wisconsin Department of Public Instruction
Madison, Wisconsin
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Cover: The new Walter E. Olson Memorial Library in Eagle River opened on October 19, 1980.

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Percent Population Change — 1970 to 1979 By County

Total State Population Increased by 6.12%, 1970-1979

Introduction and General Background

A. Population Profiles

During the 1970's, Wisconsin's total population increased by approximately 319,000 persons, or 7.2 percent. The 1970 projected population is 5,175,000, an increase of 438,000, or 9.2 percent above the 1980 estimate. The total state population estimate for 1985 is 4,949,000. Wisconsin will continue to have about two percent of the nation's population, and continue to gain population at a slightly greater rate than most midwestern states.

Within this steady but slow growth pattern, however, there will be an interesting trend relating to geographical distribution of the population within the state which will have considerable influence on long-range planning of public services, including libraries. In a special report to the *New York Times* (March, 1980), the spreading out of the American population from the cities and suburbs to the countryside was considered as a major national phenomenon with broad economic, social , and political implications. An occurrence that began in the 1970's, it represented a significant reversal of the long-time trend of population growth in metropolitan areas. Both manufacturing and service industries are growing in what were formerly rural counties.

In Wisconsin, this trend could clearly be discerned in the 1970's. Of the fourteen counties which, between 1970 and 1979, had more than a 15 percent population growth, only three—Ozaukee, Washington, and Waukesha were in metropolitan areas. The other eleven—Adams, Burnett, Door, Florence, Marquette, Menominee, Oneida, Portage, St. Croix. Vilas, and Washburn—have been considered rural counties. Although the energy crisis may be an inhibiting factor, this rural dispersion trend is expected to continue at least through 1985. This "citification of the country" can be expected to create a demand for expanded governmental, educational, and cultural services in what were formerly considered rural or underpopulated areas. Health and welfare services, continuing education opportunities, art, music, and drama may be expected to be initiated or further developed in such areas. On the other hand, central cities may not only continue to lose population, but will find it ever more difficult to offer those special services that for over a century made them magnets to rural youth.

Also of great impact on governmental, social, and educational programs in Wisconsin will be the proportional sizes of the various age groups within the state in coming years, as well as the absolute numbers falling into various age categories. During the next five years, younger employables (age 21-44) will grow both in numbers and as a percent of the population. Older employees (age 45-64), on the other hand, will shrink both in numbers and as a percent of the population. The 65 years and older group will continue to grow at a relatively slow pace, and will constitute approximately 12 percent of the population by 1985.

At the other end of the population scale, the number of pre-schoolers will grow by about 55,000 between 1980 and 1985. The number of children of elementary and secondary

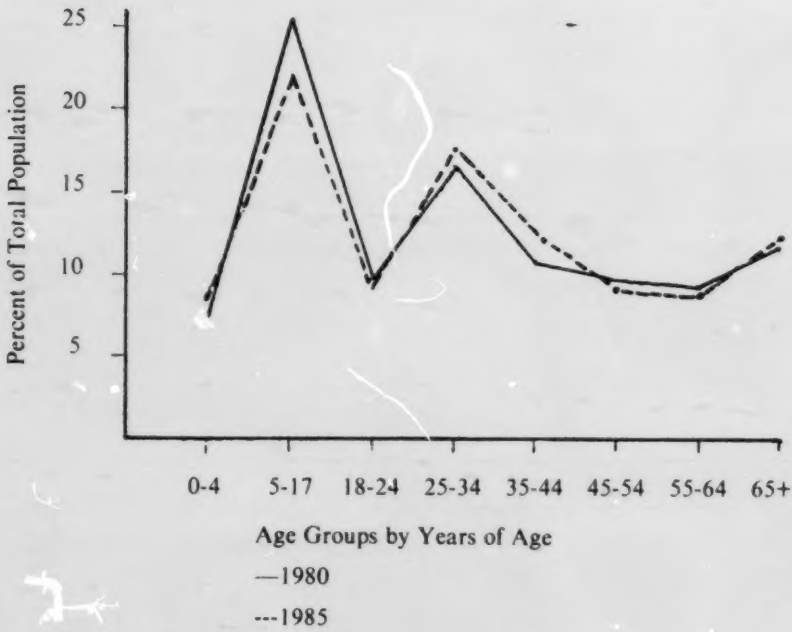
school age (5-17) will continue to decline to 1985; there will be approximately 82,250 fewer children in this age group in Wisconsin than there were in 1980. Young persons 18-24, the traditional ages for college and technical school education, will continue a relatively steady decline in numbers between 1980 and 1990, with the number in 1985 being about 55,000 less than in 1980.

Although Wisconsin's population historically was rich in different national and ethnic origins, it has today rather low percentages of minority groups identified as having special educational and social needs, that is, Native Americans, Blacks, and those of Spanish-speaking origins. Wisconsin is approximately 95 percent white; its nonwhite population percentage is less than half the nation's average.

B. Economic Indicators

As Wisconsin's economy enters the 1980's, its five to ten year future becomes clouded with uncertainties. On the positive side, its diversified mix of business, industry, agriculture, and natural resources should continue to protect it from the more extreme bad effects of inflation and recession that will likely characterize states with less balanced economic resources. Along with the United States as a whole, Wisconsin's economy in recent decades has gradu-

Age Group Distribution by Percent of Total Population
1980 and 1985



ally shifted from an agricultural/mining base to a manufacturing and service industry emphasis.

Agriculture retains a stable part of the Wisconsin economy, with dairy products, cattle, corn, and hogs the predominant emphasis. Truck farming and specialty crops enrich the picture. The number of farms and the number of farmers is expected to hold steady over the next five to ten years.

Forestry and mining also retain a place in the Wisconsin economy. Forests managed by paper companies for pulp production are widespread in the northern half of the state. The results of new mineral explorations in several central and northern counties within recent years have so far proved somewhat disappointing in economic terms. Despite the energy crisis, the tourist industry continues to be an important source of revenue in the state.

In comparison to the Great Lakes Region and the United States as a whole, wood products, fabricated metals, machinery, transportation and food industries are unusually imported in Wisconsin. Although some counties in the state have relatively little business and industry, Wisconsin's industries and wholesale businesses are unusually widely dispersed throughout the state. Although in recession year 1980 Wisconsin's unemployment rates are growing, the situation is considerably less serious than in some other states in the region. For the decade as a whole, then, there are reasons for some confidence in Wisconsin's economic position.

C. Social and Governmental Concerns

As with the nation as a whole, Wisconsin confronts a decade in which economic and social problems must be solved in an environment in which a majority of the population seems to want lower taxes, fewer laws and governmental programs, and more freedom to spend the dollars they are able to earn.

Following a fifteen year period (1965-1979) in which governmental programs were adopted which attempted to solve or ease long-standing economic, social, and educational inequities in American society, the beginning of the 1980's saw a public mood of uncertainty and retrenchment. Services for the handicapped and disadvantaged, equal employment and education opportunities, reform of legal procedures and processes—all high priorities of the 1970's—seemed either less important or less possible as the 1980's began. Concern for the tax burdens of the middle-income taxpayers came to the fore.

Wisconsin has not escaped this national trend. Attempts to limit the growth of costs of governmental functions have been consistent since 1975, and appear to be even more popular in 1980. Cost controls and tax reductions are popular with voters, and with political leaders. Limitation on government expenditures is a rallying cry at both local and state levels. Governmental services are expected to be more productive; that is, be more effective at the same time they cost less.

State taxes have been reduced, and the current recession is further reducing state revenues from existing taxes. Meanwhile, social services costs are increasing, governmental programs for the handicapped and aged require more funds, and there are emergency conditions affecting state correctional institutions and transportation programs.

It can be expected that, at least through 1983, local and state governmental revenues will be inadequate to carry out existing mandates, e.g. the mandate to provide equal services to the handicapped. Consequently, there will be greater competition among governmental agencies in fights for limited tax dollars. This may reduce cooperative approaches to problem-solving at the very time such approaches are badly needed.

As indicated earlier, changing numbers and percentages of the various age groups in Wisconsin's population over the next ten years will strongly affect the planning process in the state. For elementary and secondary education, the 1980 to 1985 period will show a continuing decline in both public and private school enrollment counts. By 1985, lower elementary classrooms will begin to fill up again, but middle and high school enrollments will continue their decline. By 1990, numbers of students will again be rising significantly.

In 1979-80, there were 433 public school districts in Wisconsin, utilizing 2,184 classroom buildings. Total enrollment was 857,855, a decline of nearly 30,000 students from the previous year. 163,251 were enrolled in 923 private schools. This was a reduction of less than 3,000 from the previous year. Minority enrollments in public schools (Native American, Asian, Black, Hispanic) was 76,481.

Wisconsin's Vocational, Technical and Adult Education program is carried out through sixteen district schools. The main goal of the VTAE system is to prepare students for gainful employment. A subsidiary goal is to serve recreational, community, and individual needs. Programs and courses are closely geared to the needs of the labor market. More than half of the enrollment in post-secondary (full-time) programs comes from 17-24 year olds. Enrollment in adult continuing education courses includes a higher proportion of older students. Unlike elementary and secondary schools or the University System, VTAE student registrations continue to go higher. Total head-count student enrollment went from 278,794 in 1970-71 to 425,567 in 1977-78. Continuing, but more gradual, increases are projected for the next five years. Because so many students are taking a single course or a part-time program, the 1977-78 Full Time Equivalent student total would be about 52,000. As the number of 18-24 year olds declines in the Wisconsin population, a higher proportion of VTAE students will be 25 or older, and will be learning a second vocational area, or updating earlier training.

Wisconsin's state colleges and universities have traditionally been well-supported by the state. In recent years, however, state support has not kept pace with inflation. Concern has been expressed about drastic increases in tuition, particularly out-of-state tuition. Tuition costs and budgetary constraints threaten the status of the University of Wisconsin-Madison as one of the nation's greatest research institutions.

The UW System comprises thirteen degree granting institutions and fourteen two-year campuses. Undergraduate enrollment in the System has continued to rise since 1974, though increase rates have diminished in the last two years. Graduate/professional enrollments have declined slightly in the last five years. In the first semester of 1979-80, 150,629 students were enrolled.

Faced with steep declines in Wisconsin's 18-24 population age groups over the next decade, and with the prospect of fewer out-of-state graduate students in the same period, the UW System will face severe trials, with agonizing decisions as to whether all of their twenty-seven campuses will survive to 1985. An encouraging counter-trend is the growing number of older students returning to campuses to prepare for a new career.

Private academic institutions, enrolling about thirteen percent of Wisconsin college students, will face increasing problems with declining student numbers.

The State Historical Society of Wisconsin, which is both a state agency and a private membership organization, has a nationwide recognition as an outstanding educational institution in the field of history. It "exists to identify, collect, preserve and interpret historic and cultural resources relating to the history of Wisconsin, the Upper Midwest and the inhabi-

tants within those regions." It continues to develop outstanding programs and services. Two major current problems are space for its central museum exhibits, and more funding for its major historical sites around the state. Because of state policy directing the Society to recover costs of maintaining its historical sites through admission fees, site admissions have gone to three or four times the amount charged in adjacent states, and attendance has suffered.

E. Needs Assessments, Surveys, Plans

A number of surveys, planning committees and groups, and special studies have been undertaken or completed since the preparation of the previous revision of this Program. Of these, three: An automation study and plan for Wisconsin, a reconsideration of Wisconsin public library children's services, and a study of regional media centers, are not yet completed, and will be utilized in work on next year's Program. The following, although in some cases initiated more than a year ago, have been completed and are influencing library planning and programs in Wisconsin.

1. Chapter 347, 1979 Laws of Wisconsin

Signed into law on May 9, 1980, Chapter Law 347 was the culminating point of several years of study and controversy over state library organization and services, and public library system funding. It replaces the existing statutory councils with a Council on Library and Network Development, and strengthens and clarifies the state role in multitype library cooperation, serving individuals with special needs, and providing reference and loan services.

2. Wisconsin Public Library Building Survey for Handicapped Accessibility

The report of this survey indicated that most of Wisconsin's public library buildings have problems in giving equal access to persons with handicaps, and particularly to those using wheelchairs.

3. Wisconsin Interlibrary Loan Guidelines

Under the joint sponsorship of the Council on Library Development, the Council of Wisconsin Librarians, and the Division for Library Services, an Interlibrary Loan Study Committee developed statewide interlibrary loan guidelines, which will somewhat liberalize existing practices, and encourage the development of area resource-sharing plans.

4. University of Wisconsin System Library Planning Study

With a small staff and a broadly representative planning committee, eight goals and sixty recommendations were produced, covering such areas as cooperative planning, facilities, increased use of computer technology, collection development, and delivery of materials.

In addition, Division staff planned and participated in Long-Range Planning Retreats with public library system and resource library directors, and participated in another planning retreat with the Council of Wisconsin Librarians and the Council on Library Development. The Division also planned and carried out workshops on Library Services for Latinos and Library Services for the Disabled.

Chapter I

Multitype Library Cooperation, Networks and Resource Sharing

A. National and Regional

The November, 1979 White House Conference on Library and Information Services provided a crucible in which recent and current ideas on multitype library cooperation could be tested. Laypersons and professionals joined in discussion, followed by consideration of specific resolutions.

Of the 64 resolutions finally approved by the delegates, a significant minority were concerned with national policies, resources, and networking. Resolutions advocated continuance of a strong National Commission on Libraries and Information Science; strengthening the role of the Library of Congress as a National Library; improving access to national collections, strengthening nationwide networks for building and sharing library and information resources. Also passed, though not without some controversies, were resolutions for developing a national periodicals system, improving the federal documents and depository library program, and interconnecting communications networks.

Aside from the White House Conference, the past year saw a focusing of financial and materials resources of major research libraries. The Association of Research Libraries and the Council on Library Resources concentrated on a national networking proposal that would provide sophisticated networking services for the largest libraries. This effort, and its redirecting of network research and development moneys, caused many regional multistate networks problems—both in funding developmental projects, and in redefining their missions and goals.

For the Midwest Region Library Network (MIDLNET), the period July, 1978 through June, 1980 was a period of reappraisal. With a declining potential for tapping new development funds, and with lack of agreement on the precise lines development should take, the MIDLNET Board held two meetings concerned solely with examination of the objectives appropriate for the organization, and the structural and procedural modes necessary to implement them. Professor David Gustafson acted as facilitator at the two meetings.

The resignation of Executive Director T. John Metz, early in the fiscal year offered another reason for re-examining goals and objectives. Meanwhile, Linda Torfin Daniels, as Acting Director, provided an experienced hand, able to keep currently available MIDLNET services in operation.

The lack of a strong regional tradition in the Midwest, and the growing strength of state library networks and state library agency services, requires a different type of library network for this region. For MIDLNET to succeed in regional resource sharing and document delivery, enhanced by an appropriate regional bibliographic data base, the organization needs to attract to active membership most of the state library agencies and state networks in the area.

With a strengthened membership, redefined goals and objectives, and an able new Executive Director, MIDLNET can provide a more effective national voice for the region's libraries, and improve regional resource sharing of the vast wealth of library resources available in the Midwest states.

The Midwest Federation of Library Associations, meeting in Milwaukee October 31-November 3, 1979, attracted nearly 3,000 participants, and presented a number of strong programs on networking, multitype library cooperation, and school/public library cooperation. It offered the opportunity for Wisconsin librarians to interact with librarians from neighboring states, and opened another avenue for developing a Midwestern library clout on the national scene.

The Midwest Health Science Library Network, serving the states of Illinois, Indiana, Iowa, Minnesota, North Dakota, and Wisconsin, is this area's component of a federally funded Biomedical Communications Network established through the Medical Library Assistance Act. Its aim is to foster cooperative library information services to Health personnel. In October, 1979, the Regional Medical Library Assembly invited Midwest State library agency representatives to participate in an intercooperation meeting with them, in which shared objectives and responsibilities could be discussed.

B. State, Area, and Local

The daily lives of most Wisconsin residents are enriched by a variety of statewide library and information services. Most of these services are established by state legislation and supported basically by state budgets. Many of them are made better through the support of federal programs and dollars. Some are supported with local tax dollars. Others operate basically on a volunteer basis.

State information services are available for Wisconsin legislators and their staffs through the Legislative Reference Bureau; state executive branch department employees are served through individual state agency libraries, supplemented by the Reference and Loan Library; the state judicial system is served by the State Law Library.

Wisconsin's state educational radio and television network, one of the finest in the United States, illustrates the best principles of local, state and federal cooperation in programming to provide the widest possible spectrum of educational, informational and cultural services. The Educational Telephone Network is often used for continuing library education programs. In the spring of 1980 an ETN series on issues in library networking was offered. Among the topics discussed were automation, interlibrary loan, activities of multitype library organizations in Wisconsin and other states and long-range planning.

The Memorial Library and the other general and special libraries on the campus of the University of Wisconsin-Madison constitute one of Wisconsin's greatest statewide library and information resources. The primary mission of these libraries is to serve the student, faculty and researcher needs of the campus. However, through the Wisconsin Interlibrary Loan Service, they make their information available to other libraries (and their users). The UW-Madison libraries are one of two major research library clusters in the United States currently supplying more than 100,000 interlibrary loans per year.

Closely related to UW-Madison libraries, but with a number of distinct statewide information service responsibilities, is the State Historical Society of Wisconsin. Its nationally recognized American history collection in books, newspapers and other periodicals, maps, manuscripts and government documents are widely used in Wisconsin and throughout the

nation. Naturally enough, it has special responsibilities for Wisconsin's historical record. These go beyond the collection and organization of written materials and historical artifacts, to include stimulation and support of local and area historical efforts.

The Milwaukee Public Library is the state's largest public library, with a collection of 2.5 million volumes. It serves not only Milwaukee city residents, but also, as the headquarters library of Milwaukee County Federated Library System, those in all of Milwaukee County. Finally, under a state contract with the Division for Library Services, it operates as a state interlibrary loan center for requests referred to it from the state Reference and Loan Library. The Milwaukee Public Library also operates, under state contract, the Wisconsin Regional Library for the Blind and Physically Handicapped. Through this facility, any visually handicapped person in Wisconsin can borrow, postage free, library materials in Talking Books (extra long playing records), audio cassettes or Braille format.

The state Reference and Loan Library, a Bureau of the Division for Library Services, provides backup to the information needs of the libraries included in Wisconsin's public library systems, as a supplement to the resources available through system resource libraries. To the extent possible with existing resources, it also offers supplementary materials and services to local school and public libraries not yet affiliated with systems. Specialized areas of information backup services are provided to state agency and state institution libraries.

In 1975-77, the Reference and Loan Library underwent massive cutbacks in staff and budget which greatly diminished its ability to deliver the services required by statute. This situation was in part a reaction to the advancing development of public library systems, and reflected a perception by some that the Reference and Loan Library might have outlived its usefulness once system development was completed.

During the 1977-79 biennium, Reference and Loan was studied extensively by a Legislative Council Special Committee on Library Laws. This committee determined that there was a clear need for a redirected Reference and Loan Library, and defined seven goals in order to guide this redirection. In the early months of 1980, legislation to reflect these changes was passed, but implementation funding was not included in the state budget to fund the redirection of the Reference and Loan Library.

Various technological advances (notably the union catalog possibilities of the OCLC computerized cataloging system) and the work of several study groups within Wisconsin's library community (i.e., the automation and the interlibrary loan study committees) have also caused Reference and Loan to alter its practices, even in some ways not conceived by the Legislative Study Committee of 1978.

The Wisconsin Division for Library Services is charged by law with coordinating statewide library planning and research, facilitating interlibrary cooperation, and maintaining a library to supplement the resources of other libraries in the state. It is directly responsible, under the State Superintendent, for promoting the development of adequate public library services and school media programs. In carrying out these responsibilities, it provides leadership and support, and in turn receives cooperation from, statewide library and information organizations. Standards for services, facilities and personnel fall within its purview.

The Division for Library Services, through its Bureau of Public and Cooperative Library Services, administers grants under the federal Library Services and Construction Act. This is a state plan based program for the improvement of public and specialized library programs, and for cooperative services among two or more kinds of libraries.

The Library Services and Construction Act funds, as well as those from the federal Elementary and Secondary Education Act, have been used to experiment with new library materials and services, and to direct library services to poorly served groups in Wisconsin's

population. Particular efforts have been made to plan with minority groups, such as Native Americans and Hispanics, for improved information services relevant to their needs.

The Division's Bureau of Instructional Media Programs works to assure that all students in Wisconsin elementary and secondary schools are provided effective instructional media staff, centers and programs in order to maximize students' opportunities for achievement in the learning process. Ongoing services to schools fall under three major categories; consultation, leadership and supervision. This Bureau has a special concern for assisting public schools in complying with Statutory mandates, federal requirements and Department of Public Instruction standards and guidelines.

The Legislative Council Special Committee on Library Laws met during 1977-78 to study issues affecting Wisconsin libraries, the Division for Library Services and library laws. Assembly Bill 20, containing specific recommendations for state level structure and services and public library system funding, was considered by the legislature and signed into law by Governor Lee Dreyfus on May 9, 1980. Most of the provisions of the new law (Chapter 347, Laws of 1979) became effective July 1, 1980. Basically, the new law provides a stronger statement of the state's role in interlibrary cooperation and resource sharing among all types of libraries. The law created in the DPI a Council on Library and Network Development composed of 15 members.

Cooperation and coordination among libraries of all types was a clear recommendation from the 1978 Wisconsin Governor's Conference on Library and Information Services. The top three priority resolutions and seven of the top ten priority resolutions ranked by the 100 lay and 50 professional delegates were related to the concepts of interlibrary loan, resource sharing, intertype library cooperation, and funding. The top ten priorities indicated which issues and recommendations Wisconsin delegates considered most important to bring to the 1979 White House Conference and those they considered most important for action in Wisconsin.

The Council of Wisconsin Librarians (COWL) was formed in 1970 in response to the need for fuller use of and more accessibility to the growing variety of library resources and materials. Over the past two years, COWL, which was started as an organization primarily of academic libraries, has reorganized and broadened its membership to include public, school and special libraries and a representative of library councils.

Two major state network services have been established under the aegis of COWL. Wisconsin Interlibrary Loan Services (WILS) provides direct access for the state's academic libraries to the holdings of the UW-Madison libraries, and indirect access, through contract, for the clientele served by Reference and Loan Library. The Wisconsin Library Consortium (WLC) provides Wisconsin libraries with access to the services of OCLC, Inc.

The Council of Wisconsin Librarians and the Council on Library Development held a long-range planning retreat December 3-5, 1979 at Green Lake, Wisconsin. The purpose of the meeting was to allow COWL to examine itself and assess its strengths and weaknesses in light of the interests of its membership and the services available statewide; and to attempt to identify program priorities, activities and relationships for the future.

Prior to the creation of the new Council on Library and Network Development, effective July 1, 1980, the official advisory group to the State Superintendent of Public Instruction concerning library development and interlibrary cooperation was the Council on Library Development. One of the key areas studied during 1979-80 was interlibrary loan. COLD reviewed and endorsed the recommendations of the Statewide Committee on Interlibrary Loan and Reference Referral.

At its June 8, 1979 meeting the Council on Library Development approved the draft of a

policy statement on the role of "Instructional Media Programs in the State Library Network" and voted to send the statement to the State Superintendent for her approval. The policy statement asserts the commitment of the Department of Public Instruction to interlibrary cooperation and urges schools to share resources "among schools within a district, between districts, and with public, academic and special libraries." It also expresses the department's support for "participation in resource sharing activities to obtain material needed by students and teachers." This policy has been adopted by the State Superintendent and copies have been distributed to all Wisconsin schools and school districts.

Completing the State Library Network is number three in a list of 12 priorities set for the Department of Public Instruction. In an article in the December 1978 issue of the *Wisconsin Department of Public Instruction Newsletter*, State Superintendent Barbara Thompson stated that the Department, through its Division for Library Services, is now well along toward its goal of organizing Wisconsin public libraries into more efficient federated library systems. The Department is fostering resource sharing among all types of libraries to make the most efficient use of library materials. It is experimenting with communications and computer technology, to improve the internal management of individual libraries and to enhance their abilities to work with each other.

Wisconsin instructional media programs are involved in a number of resource-sharing activities. Fewer than 10 percent of Wisconsin schools rely totally on the resources available in the school building itself. At the other end, nearly 20 percent belong to organized, cooperative networks of libraries that systematically provide supplemental materials.

Wisconsin's schools cooperate with other libraries in small ways—borrowing and lending to meet their own and other patron's needs, but they are also active in larger-scale cooperative library projects. During the 1978-80 school year, for example, the Janesville School District provided a school building, staff, and a collection from elementary and high schools and the public library to offer supplemental public library services for children, senior citizens, and anyone else who found it difficult or inconvenient to get to the downtown public library. Numerous districts are providing "assignment alert" forms so that teachers may alert the public (and school) libraries to upcoming assignments that put unusual demands on certain library resources.

The completion of the state library network will help achieve the goal of efficient provision of information for all Wisconsin residents: planning that will bring the remaining counties into systems; cooperative planning and services among academic, public, school and special libraries in every area of the state; at the state level increased emphasis on comprehensive state library network planning, making appropriate uses of the most advanced technology.

The Council on Library Development. Division for Library Services and Council of Wisconsin Librarians jointly sponsored a committee of Wisconsin librarians to develop guidelines for statewide interlibrary loan and reference referral patterns in Wisconsin. The Committee completed its work in December, 1979, producing the report, *Wisconsin Interlibrary Loan Guidelines*. The *Guidelines* contain recommendations relating to interloan for all types of libraries across the state. The patterns are basically the same regardless of type of library and attempt to bring all types of libraries into one statewide interloan network, taking into account necessary unique differences, but emphasizing similarities. The implementation date for the new guidelines was August 15, 1980. Copies of the guidelines were mailed to all Wisconsin libraries in July, 1980.

There is within the Wisconsin Library Association a new multitype library cooperation section. The section is to represent Wisconsin librarians who are interested in multitype

cooperation. The section hopes to encourage increased cooperation and resource sharing among all types of libraries, facilitate communication among librarians interested in cooperative activities and sponsor programs which will further library cooperation.

Continuing education opportunities have played an important role in Wisconsin in fostering multitype library cooperation. It is important that University of Wisconsin-Extension, the Division for Library Services, library associations, and multitype library organizations continue to provide appropriate continuing education opportunities.

There are resource sharing programs among all types of libraries taking place at the area level (county/multicounty level) all over Wisconsin. The level and types of activities, as well as the organizational structures for these resource sharing programs, vary from area to area and are based on available resources, library development in the area and perceived library needs. Public Library System law recognizes that public library systems must plan and develop programs with other types of libraries in their area to assure effective use of all local library resources (Statutes 43.24(2) and (g)). The system requirement differs from other system mandated services or programs in that it, by necessity, involves all types of libraries in a cooperative way, on an equal basis. Multitype library cooperation has developed in some cases because of the public library system mandate. In other cases, cooperative library activities preceded system development.

Cooperative activities at the area level include such things as newsletters, directories, union lists, continuing education workshops, coordinated acquisitions, publicity, duplicate exchange programs and interlibrary loan.

Area multitype cooperation programs are now funded primarily with LSCA Titles I and III grant funds and with minimal support from systems and participating libraries. The use of LSCA funding for ongoing programs is questionable. The practice of funding ongoing, planned multitype library programs and services with LSCA Title III funds was specifically cited as a common abuse of the grant program in a recent U.S. Department of Health, Education and Welfare study. These articulated area cooperation programs need to be eligible for regular state aids on a formula basis.

The interloan patterns recommended in the *Wisconsin Interlibrary Loan Guidelines* are based on strong area level interloan programs. The interloan committee did not make recommendations for specific area interloan patterns, but did say that libraries in areas should get together and develop a plan for how they would share their materials. The plan would be sent to a review committee composed of representatives of Reference and Loan Library, WILS and Milwaukee Public Library and members of the interloan committee. This committee would review the plan to ensure overall compatibility with the guidelines and to ensure the ability of state-level resource libraries to provide service.

In the spring of 1980 a study of interlibrary loan in the NEWIL area in northeast Wisconsin was completed. The purpose of the study was to evaluate costs of interlibrary loan in that area, times of completion of requests, fill rates and characteristics of interloan requests. It is hoped that the study will help NEWIL area librarians make sound decisions for interloan in that area, help librarians better analyze questions regarding access to state-level resources and statewide interloan, and provide librarians in other areas of the state with information to help them develop area interloan plans.

Unit Goal I

Assurance that all Wisconsin residents have access to all Wisconsin libraries and information services either directly or through cooperative networking arrangements.

Unit Objective I

To investigate the problems, explore the alternatives for a design and appropriate structure for area level library network activities in Wisconsin and tie this to the state level structure and funding.

Performance Indicators:

1. Completion of the Wisconsin Library Network Plan project by April 1, 1981.
2. Report of the Wisconsin Library Network Plan project to COLAND/DLS by June 1, 1981.
3. Development of at least 2 demonstration projects of proposed structure of the Wisconsin Library Network Plan by September, 1982.
4. Evaluation of demonstration project(s) by October, 1982.
5. Completion of report to the legislature by December 31, 1982.
6. Inclusion, as full participants, of all publicly funded Wisconsin libraries in the Wisconsin Library Network Plan by 1986.
7. Inclusion, by contractual or other arrangements, of all privately funded Wisconsin libraries (who wish to participate) in the WLNP.

Strategy for achieving objective:

A first step of the Wisconsin Library Network Plan project is to update previous needs assessments or problem explorations in library networking and multi-type library/agency cooperation. This includes analysis of past studies and of current program and structures for library networking and identification by librarians and library users of strategic problems in library cooperation. The Wisconsin Library Network Plan project involves participation of users of library network services, library administrators, trustees, technical experts, and representatives of governing structures and government in planning and developing recommendations for the structure and funding of library networking in Wisconsin. Other aspects of the project include implementation of the proposed structure through a demonstration project or projects and then evaluation of the demonstration project(s) to make final recommendations regarding the structure and funding for area multi-type library cooperation to the State Superintendent to be transmitted to the legislature by December 31, 1982.

Unit Objective II

To implement and evaluate *Wisconsin Interlibrary Loan Guidelines*, (1980), recommended by the Statewide Committee on Interlibrary Loan and Reference Referral Patterns in Wisconsin.

Performance Indicators:

1. The number of areas of the state which develop an area interloan plan by August 15, 1981.
2. The percentage of libraries of all types in an area involved in the area interlibrary loan plan.
3. The volume of interlibrary loan at the area and state level.
4. The number of school districts that provide direct access or have interlibrary loan agreements according to the survey of school district instructional media programs to be

conducted during 1981.

5. The consideration by COLAND/DLS of recommendations of the Statewide Committee on Interlibrary Loan and Reference Referral Patterns in Wisconsin.

Strategy for Achieving Objective:
The Statewide Committee on Interlibrary Loan and Reference Referral Patterns in Wisconsin will continue to meet for the purposes of: reviewing and accepting area interloan patterns; studying issues to be considered further such as implications of the NEWIL and other interlibrary loan studies; recommendations of the Automation Study Committee; reference referral requests; the impact of union lists and other resource sharing tools. The Committee will also study and analyze the usefulness and effectiveness of the current *Wisconsin Interlibrary Loan Guidelines* and recommend revision if necessary. The Committee will investigate and make recommendations to COLAND/DLS concerning an on-going mechanism or agency representing both state level resource libraries and libraries around the state to continue to monitor and revise the *Wisconsin Interlibrary Loan Guidelines* as necessary.

Unit Objective III

To develop adequately articulated programs and activities of intertype library cooperation and resource sharing at the area and state level.

Performance Indicators:
1. The number of resource sharing/networking programs at the local, area and state level.
2. Evaluation of LSCA projects involving cooperative library projects.
3. Evaluation of progress on the recommendations of various network planning efforts and studies.

Strategy for Achieving Objective:
Resource sharing and networking programs such as coordinated continuing education, automated library systems, union lists directories and other tools will be encouraged at the local, area and state levels. The consultants for multitype library cooperation at the Division will continue to hold periodic meetings of the representatives of area multitype library organizations for the purpose of sharing problems and ideas on library cooperation activities. Innovative projects involving all types of libraries will continue to be funded through LSCA funding. Planning efforts in multitype library cooperation and networking will be continued. Examples include the Automation Study Committee, the Wisconsin Library Network Plan project, the Interlibrary Loan Committee and the Regional Media Center Study. In addition, the Division will continue to work toward the implementation of such DPI policies as the role of school libraries in networking and the statutory requirements for cooperation among all types of libraries in Chapter 43.24.

Unit Objective IV

To continue and improve the provision of backup reference services and library materials not readily available from area resource providers to Wisconsin residents through the Reference and Loan Library.

Performance Indicators:
During 1980-81, the successful completion of at least 75% of all reference requests received, and the processing of all requests of any type received within three days of receipt. By 1985, the successful completion of at least 85% of all reference requests received, and the processing of all requests regardless of type received from the consumer groups noted above within one day of receipt.

Strategy for Achieving Objective:
A study currently underway at Reference and Loan will define precisely what areas of the collection are being used to answer reference questions and what kinds of reference questions can be answered by contractual reference resource providers (e.g., Wisconsin Interlibrary Loan Services, University of Wisconsin Engineering Library). In the short run, Reference and Loan will adjust its materials selection policy to obtain materials for reference areas to which it cannot now respond. In the long run it will be necessary to obtain additional staff to maintain consistently fast internal reference service, improve the mode of communication for reference purposes with those libraries and increase the number and diversity of contractual resource providers of reference services.

A study has recently been completed which measured the productivity of staff and the efficiency of methods in processing requests, and enabled the development of a formula for the prediction of request flow into the library. In the short run, the results of this study have made it possible to optimize usage of existing staff and of limited-term employees during peak periods. It has therefore been possible to continue to process requests within objective time parameters even in the face of a more than 20% increase in requests for service in the first months of 1980 over this same period in 1979. The solution to the problem of processing an increasing volume of requests is a high priority because the only ultimate alternative is the establishment of a quota system limiting the number of requests received at any given time to levels which can be handled with reasonable turn around time.

Unit Objective V

To reshape the collection of the Reference and Loan Library so that it consists primarily of library materials not readily available from other resource providers in Wisconsin.

Performance Indicators:
During 1980-81, the discard of no fewer than 5,000 items which do not meet the standards of the objective. Acquisition of at least 5,000 items which shall meet the standards of the objective, ensuring that at least 20% of these items acquired shall be unique among Wisconsin's OCLC-using libraries, and a fill rate from within the Reference and Loan collection no less than 30% of all requests received.

By 1985, to discard from the Reference and Loan collection at least half of the presently owned items and the replacement of these with materials which are either unique or not readily available from other resources.

Achievement of a 35% fill rate from the Reference and Loan collection.

Strategy for Achieving Objectives:
Reference and Loan staff are engaged in assessing collection materials on the basis of uniqueness, reference utility, and frequency of circulation. Items not meeting standards for these tests are being discarded. The selection policy and practices are being refined by stud-

ying the fill and referral rates. Of chief concern are those requests which cannot be filled at all in a cost effective manner. The cost of library materials is also increasing at a rate in excess of 19% annually. The materials budget must be enlarged accordingly to allow for purchase of needed items.

Unit Objective VI

To improve the effectiveness of the Reference and Loan Library as a clearinghouse to enable the efficient interchange of materials and information among public library systems, area resource centers, and other agencies and institutions on behalf of those citizens which they serve.

Performance Indicators:
During 1980-81 successful referral of not less than 50% of all requests which cannot be filled in house. By 1985, successful referral of not less that 65% of all requests which cannot be filled internally.

Strategy for Achieving Objective:
Meeting this objective at a minimum level will require maintenance of existing contracts at levels responsive to inflation and more extensive use of such technological aids as computer output microform catalogs and OCLC. To achieve service levels indicated for 1985 will require an increase of almost 11% in the total request fill rate for the library. This will only be possible if the resources of neighboring states not now involved in reciprocal borrowing with Wisconsin can be accessed on an open and regular basis. Attempts will therefore be made to create such interstate compacts, preferably on a reciprocal basis, and in a manner benefiting all parties concerned.

Unit Objective VII

The Reference and Loan Library will continue to operate a depository program for state documents on behalf of Wisconsin's libraries.

Performance Indicators:
During 1980-81, dissemination of no fewer than twelve document shipments, each to consist of no fewer than 35 document titles. By 1985, dissemination of no fewer than 24 document shipments annually, each to consist of no fewer than 25 document titles.

Strategy for Achieving Unit Objectives:
The 1980-81 objective represents approximate maintenance of the service being delivered now. Barring major budget cuts, this continuance seems probable. 1985 service levels represent significant departures from current practices, with the largest single task required to meet these new objectives being obtaining the documents themselves from the various agencies. Successful completion of these new objectives will be possible only if the new documents law which has been formulated over the last several years is finally enacted. This law clearly informs agencies of the need to share the materials they produce with the public and provides Reference and Loan with the staff necessary to seek out these documents and to carry out the other mandates of the law. The single most important strategy for carrying out this objective, therefore, will be vigorous pursuit of the passage of the new documents law.

Unit Objective VIII

To continue to provide through the Reference and Loan Library basic backup services to Wisconsin residents served by libraries outside public library systems areas.

Performance Indicators:
During 1980-81 process all requests from priority 2, 3, and 4 libraries without returning any unprocessed due to staff overload.

Strategy for Achieving Unit Objectives:
Current practices for predicting request flow and assigning staff will be continued. Encouragement will be given to non-system libraries to join public library systems.

Unit Objective IX

Increase the number of school districts wherein school-owned resources are loaned to the public through direct access by the public or through interlibrary loan agreements from the present undetermined number to at least 40 percent of Wisconsin's public school districts.

Performance Indicators:
Number of school districts indicating that they provide direct access or have interlibrary loan agreements on the survey of school district instructional media programs to be conducted during 1981.

Progress toward Unit Objective:
Because the survey will be conducted soon and no progress has been or will be measured until then, the 40-percent mark should be reached by June 30, 1981.

Strategy for Achieving Objective:
The Bureau of Instructional Media Programs will prepare presentations on the role of the instructional media program in education for delivery at meetings of state associations of educational decision makers, such as teachers, administrators, school board members, and members of citizen groups. This will begin in September, 1980, and conclude by June 30, 1983. Direct consultation services will be provided to school district personnel in the area of resource sharing and interlibrary cooperation as an ongoing activity. Assistance will be given to colleges and universities that prepare professional media specialists in developing course work related to resource sharing and interlibrary cooperation. This is an ongoing activity. Assistance will continue to be given in developing at the national level, for use at the state level, presentations and publications that describe how school media programs and other libraries benefit from sharing resources and from participating in library networks and interlibrary cooperation. This activity has been going on since July, 1976, and will be completed by June 30, 1983.

Unit Goal II

Provision and coordination of continuing education for librarians and library trustees.

Unit Objective I

Improve communication about continuing education opportunities for personnel in all types of libraries.

Performance Indicators:

1. Adequacy of reporting of continuing education activities through the "Calendar" column in *Channel DLS*.
2. Effectiveness of periodic communication via telephone and mail with system continuing education coordinators regarding continuing education issues and activities.
3. Extent of participation in CLENE (Continuing Library Education Network and Exchange) activities and appropriate dissemination of CLENE publications to systems continuing education coordinators.

Strategy for Achieving Objective:

The continuing education consultant and other Division staff will work with the editor of *Channel DLS* to develop a list of continuing education activities which will appear in each issue of the *Channel*. The Continuing Education Consultant will also initiate communication with and will disseminate CLENE publications to system continuing education coordinators. In order to keep abreast of new issues and trends in library/media continuing education, the continuing education consultant will attend three CLENE meetings annually.

In order to make library and media personnel in Wisconsin aware of new audiovisual materials in the field of continuing education and staff development which are available through the Reference and Loan Library, the Division will produce at least one update annually of the publication *Media Resources for Continuing Library Media Education and Staff Development*.

Unit Objective II

To provide opportunities for public library systems and multitype council staff members to obtain skills and information regarding all types of continuing education activities.

Performance Indicators:

1. Provision of at least one continuing education activity annually on a topic of interest to members of this group.
2. Coordination of at least two meetings annually of members of this group.
3. Consultations on request on planning and implementing continuing education activities at the local and regional level with public library system staff.

Strategies for Achieving Objectives:

After carrying out a needs assessment, the Continuing Education Consultant will plan and organize one or more continuing education activities annually for system continuing education coordinators and multi-type council coordinators. The Continuing Education Consultant will also consult with public library system staff upon request and will assist in planning continuing education activities at the local and regional level.

C. Use of Computer and Communication Technology

Wisconsin libraries already have begun to make substantial use of computers to improve library operations but the technology is changing so rapidly that the future will bring more innovations and changes. Automation provides one means of stabilizing costs and introducing services which could not practically be provided manually.

Currently there is a great deal of automation in use in Wisconsin libraries. Fifty-four public, academic and special libraries catalog more than 600,000 titles per year (one every 12 seconds) and receive over 4.8 million computer-produced catalog cards from OCLC, a nationwide on-line cataloging network. Automated interlibrary loan using the OCLC system was implemented during 1979. The OCLC files contain information on over 5 million titles and 50 million copies of library material from more than 2,000 libraries throughout the United States. OCLC also offers an automated serials check-in service which some Wisconsin libraries have begun to utilize. COWL has contracted with MINITEX to develop a hard copy union list of serials including the collections of UW-Madison Memorial Library, Milwaukee Public Library, the Reference and Loan Library and major public and academic libraries.

An increasing number of school districts are acquiring what are commonly referred to as stand-alone microcomputers. In many instances, these microcomputers are being placed in the instructional media center. Ease of access by students is one of the reasons this is being done. As a result, school instructional media specialists are developing their computer literacy skills to assist students in using these microcomputers.

A benefit of this for the school instructional media program is the potential of using the microcomputer to assist in the management of the audiovisual equipment, record keeping, inventory control, and ordering procedures. This results in improved efficiency of the program. It is estimated that approximately 50% of the school districts in Wisconsin have at least one microcomputer in the district.

Public libraries are also beginning to show an interest in exploring the potential uses of microcomputers. Patron use and in-house management are two options available. Public librarians will be increasing their knowledge in this area during the next several years as this technology advances.

Milwaukee Public Library, UW-Green Bay and UW-Oshkosh have installed automated circulation systems. UW Memorial Library, Madison has computerized circulation in the reserve book room. Using automated systems these libraries circulate nearly 5,000,000 books and other items per year (one book every 2 seconds). Other public and academic libraries are investigating purchase of turnkey circulation systems from commercial vendors or are undertaking in-house development projects. Several academic libraries offer access for students and faculty to computerized bibliographic retrieval services. The Reference and Loan Library has experimented with the UW-Engineering Library in searching data bases for information citations requested by those users it services. The Wisconsin Dissemination Project at the Division for Library Services provides computerized reference searches for schools and school district personnel and is currently training CESA personnel who offer such services. Instructional media personnel often play key library roles.

While Wisconsin libraries obtain many benefits from use of automation there are serious limitations when viewed from a statewide perspective. Only 54 libraries have on-line access to OCLC and can locate citations for cataloging and resource sharing purposes. Only recent holdings are currently listed through this tool.

It is necessary to develop a statewide data base to serve as a finding tool of library print

and audiovisual materials in Wisconsin. This should be available to all libraries at a reasonable cost. This data base can then be used to produce state, area, and local catalogs, and will serve as a basis for a potential future on-line catalog. It is also necessary to develop a machine readable file of serials titles of major libraries.

Unit Goal III

Increase the capacity for resource sharing among libraries of all types by making possible easy identification of library holdings.

Unit Objective I

Development of a statewide data base in machine readable form of 2 million print, audiovisual and serials titles in Wisconsin libraries.

Performance Indicators:

1. Number of titles cataloged in MARC format including current and retrospective holdings.
2. Number of libraries contributing these catalog records.
3. The variety of types of materials cataloged in MARC format.

Strategy for Achieving Objective:

The Division has appointed an Automation Study Committee and hired Hank and Sue Epstein as consultants to develop a five year plan for library automation in Wisconsin. This plan will be completed by October 1, 1980. During 1981 the Division plans to write specifications for and hire a vendor to create an initial data base of library materials and holdings for 2 million unique titles. This data base will be updated each year by adding current holdings. Between 1981-86 libraries will be encouraged to convert the bibliographic records for their collections to machine readable form retrospectively. In 1986 the first edition of the data base is expected to be available to libraries in computer output microform format and it will also be possible at this time to create local library and area union lists of holdings. The Division will also develop specifications for and contract with a library or vendor to create a union list of serials in machine readable form using currently available bibliographic records in MARC format. It is hoped that this can be completed by 1984. LSCA funds will be used to fund a substantial portion of the initial stages of these projects. An effort will be made to obtain state funds for on-going costs.

Unit Objective II

To assist local libraries in development of automation projects.

Strategy for Achieving Objectives:

The Division will provide continuing education opportunities for librarians on automation applications. A consultant will be hired to train Division staff in planning for and purchase of automated circulation systems. This consultant will advise at least one library or group of libraries in purchasing an automated circulation system. The LSCA Advisory Committee will continue to review progress in automation activities and set priorities for use of LSCA funds to best achieve goals in this area.

Chapter II

Library Services for General Users

A. Serving Children and Young Adults

Most children and young adults, as general users of libraries, are served by both public libraries and school media centers. The Department of Public Instruction position is that both institutions, schools and public libraries, are needed if the full spectrum of library needs of Wisconsin's youth is to be met. This position is enunciated in two Department publications: *Public library and school library organizational relationships and inter-library cooperation: a policy statement*, and *School-public library services within a community, problems and questions on consolidation: a policy statement*. A third publication, issued early in 1980, *Instructional media programs in the state library network: a policy statement*, urged school districts to cooperate in the lending and borrowing of materials as a part of library networks.

An invaluable supportive agency to those serving children in Wisconsin is the Cooperative Children's Book Center, sponsored jointly by the UW-Madison Library School and School of Education, and the Division for Library Services. It assists school library media personnel, teachers, and children's librarians in bringing better library and instructional services to Wisconsin's children. A noncirculating examination and research center, it collects and makes available: 1) current trade and reference books; 2) a basic core collection of recommended titles in print; 3) an historical collection of children's literature; 4) bibliographical materials on children's literature; and 5) exhibits and special award collections. It also offers workshops and prepares special bibliographies. During 1979-80, the Division increased its operational and LSCA grant-approved fiscal support of the Center.

Wisconsin school libraries have been serving the instructional needs of many students and staff for a century. Early emphasis was on the high school level. The period 1935-1965 saw a considerable growth in elementary school libraries. Since the 1950's school libraries have been broadened to include all formats of materials. The preferred organization form in Wisconsin schools today is the instructional media center, which brings together learning resources and staff to serve as facilitators of learning processes for students and teachers.

Analysis of the 1978 survey of building level school media services not only offers some comparisons with earlier surveys in 1965 and 1975, but also establishes data in other areas previously unsurveyed.

Percentages of Public School Buildings with Centralized Media Center Facilities

	Senior High	Junior High	Elementary
1978	99%	99%	79%
1975	100%	99%	70%
1965	100%	92%	31%

Percentages of Students in Public Schools with Media Centers

	Senior High	Junior High	Elementary
1978	99.5%	99.4%	92.9%
1975	100 %	99 %	83 %
1965	100 %	97 %	47 %

An analysis of the survey results provided evidence of strengths as well as weaknesses common to all levels (elementary, junior, senior high school) in a majority of the schools reporting. Each level also has strengths and weaknesses unique to its particular level.

Among general areas of strength may be cited use of a board-approved selection policy; cataloging of print and audiovisual materials; centralization and accessibility of all print and audiovisual materials; material and equipment inventories; and interlibrary loans. Frequent weaknesses included: Inadequate budgets for instructional resources; lack of involvement in curriculum planning; non-existent inservice training; inadequate equipment maintenance and repair; inadequate public information programs; inefficient cataloging procedures.

Bureau of Instructional Media Programs

Long-Range Planning Goals

Overall Goal: To assure that all Wisconsin students in grades K-12 are provided effective instructional media staff, centers, collections, and programs which are designed to maximize the students' opportunities for achievement in the learning process.

General Comments: In order to determine how this overall goal is being accomplished, each of the areas it addresses—staff, facilities, collections, and programs—has been listed as a separate unit goal.

To measure progress in meeting the unit objectives related to each of these goals, data from the survey of building-level instructional media programs conducted in 1978-79 have been used to establish base lines. It is expected that this survey will be repeated in 1982-83 and again in 1986-87. Target figures used in all the unit objectives are those that should appear in the 1987 report.

These target percentages are "best expected" estimates. Decreasing school enrollments, inflation, and limits on spending combined with a lack of universal recognition of the value of instructional media programs all work to inhibit progress toward reaching these levels. Because of these considerations, then, it has been determined that a minimally acceptable level of accomplishment will be one-half of the best expected progress in each category. It is expected, nonetheless, that every school will meet the minimum requirements of SS 121.02 (j) with regard to this and other objectives, namely:

> It shall provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of American society.

The administrative rule or the criterion for this particular standard is as follows:

> (j) All students in grades K-6 shall be provided with library/media services performed by or under the supervision of Department certificated library and audiovisual personnel. All students in grades 7-12 shall be provided with library/media services performed by Department certificated library and audiovisual personnel. A Department certificated person in the library/media field shall be designated to provide direction and coordination for the district's library/media program. All students shall be provided access to a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society. There shall be on file a written school board approved long-range plan for library services development formulated by students, teachers, library and audiovisual personnel, and administrators. This plan shall point the direc-

tion toward programs described in the current Standards for School Library/Media Programs published by the Department.

Finally, about 12 percent of the schools surveyed did not return the survey instruments. Since most of these "non-filers" are schools which the bureau believes do not have IMC's or offer an instructional media program, the actual percentage of students having access to IMC's and IMC services is probably lower than the current figures indicate.

Unit Goal I: To assure all students in Wisconsin schools convenient access to adequate instructional media centers (IMC's).

Performance Indicators: Number of students in schools with/without central IMC's. Number of schools with/without central IMC's. Current percentages are tabulated from the January, 1979, survey. Target percentages will appear in the survey report completed by June 30, 1987.

Comment and Rationale:
Because access to an IMC, no matter how small or remote, is one of the essential foundation stones on which a comprehensive program of instructional media services is built, it is the first of the unit goals of this bureau. The adequacy of this facility, its staff, and the services it houses are addressed in subsequent goals. Although some schools may be judged too small to support a central IMC, the target percentages are still realistic. For students in a very small building, access to an IMC can be provided by 1) scheduling frequent visits to an IMC in another school; 2) establishing an effective interloan procedure, and 3) providing a means for students and teachers in the smaller building to use the IMC in the other school at other times than scheduled visits.

Progress toward Unit Objectives: Approximately one-half of the 1987 target percentages should be observable in the data from the survey report scheduled for June, 1983.

Unit Objective I: Increase the percentage of students with access to IMC's from 99.4 percent at the high school and junior high level and 92.9 percent at the elementary level to 100 percent at the high school and junior high level and 97 percent at the elementary level by June 30, 1987.

Strategy for Achieving Unit Objective I:

1. General activities (applying to this and other objectives)

a. Revise the brochure describing the goals and services of the bureau; print the revised brochure; and distribute it to educators, media specialists, administrators, school boards, parent-teacher groups and others interested in elementary and secondary education in Wisconsin. This should be completed by December, 1980. Rationale: The bureau's leadership efforts can be effective only if individual decision makers are aware of its existence and services.

b. Prepare presentations on the role and importance of instructional media programs for delivery at meetings of state associations of educational decision makers, such as teachers, administrators, school board members, and members of citizen groups. This will be begun in September, 1980, and completed by June 30, 1983.

c. Prepare and present no fewer than three State Superintendent's Conferences for

District Media Directors that will address, in addition to other topics, the means for attaining this objective. This will be begun in September, 1980, and completed by June, 1985.

d. Prepare a position paper stating the importance of instructional media programs in elementary schools; disseminate this paper through wide-reaching publication channels. This will be begun in May, 1980, and completed by January 1, 1981.

e. Convene and utilize annually a Bureau Advisory Committee comprised of district media directors to react to bureau initiatives, assist in its planning, recommend courses of action, and point out areas of need. This will be carried on from July, 1980, through June, 1985.

f. Prepare and publish a revision of *Standards for Instructional Media Programs, 1977-82,* to provide practical guidelines and recommendations related to the accomplishment of this objective and others. This will be begun in July, 1981, and completed by June 30, 1983.

g. Revise the 1977-78 survey forms, distribute, and retrieve from school building instructional media programs in Wisconsin. This will be begun in July, 1982, and completed by June 30, 1983.

h. Analyze data resulting from this survey and prepare reports showing levels of achievement on a statewide basis both in a general way and in a way that shows differences among size of buildings, size of districts, and grade level groupings. This will be begun in April, 1983, and completed by September, 1983.

i. Provide direct consultation to school districts through on-site visits and written and telephone communication in such areas as:

evaluating and improving existing instructional media programs

designing, relocating, or remodeling of IMC facilities

improving use of instructional media, instructional technology, broadcast instruction, and IMC's

gaining access to community, regional, and national resources through interlibrary cooperation

developing policies, including those relating to selection, censorship, copyright, and long-range planning.

j. Coordinate or conduct pre-service and in-service education offerings for instructional media personnel and teachers through:

activities related to the certification of instructional media specialists

developing and participating in activities such as regional workshops, institutes, ETN broadcasts, and regional and state education and instructional media association meetings—keeping instructional media professionals and teachers informed through regular mailings and articles in media and education newsletters about promising practices related to instructional media programs.

k. Develop a model useful in determining the relationship between numbers and qualifications of instructional media staff and the quantity and quality of services and activities the program can offer. This will be begun in July, 1980, and completed by June, 1981.

2. Specific Activities (applying to Unit Objective I)

a. Develop a list of school buildings whose IMC's illustrate well certain important design features. This will be begun in January, 1981, and completed by July, 1983, continuing to be expanded through consultant reports thereafter.

b. Assist school district administrators and instructional media staff in developing proposals for federal grants that provide incentives to local school districts for establishing

IMC's in schools that do not have them. This in an ongoing activity.

c. Develop research strategies and carry out case study research of elementary school IMC's to ascertain their unique contributions in the affective development of elementary school children. The first stage of this research should be completed by December, 1981.

Unit Goal II: To assure students and teachers access to professional instructional media staff.

Performance Indicators:

Number of instructional media professionals
Number of schools with/without professionals
Number of students in schools with/without professionals
Portion of professionals' time alloted to professional functions

Current percentages are tabulated from the January, 1979, survey data. Larger percentages will appear in the survey report completed by June 30, 1987.

Comment and Rationale: The presence and competence of the instructional media specialist who directs and delivers the services of the instructional media program influence the learning that occurs just as that of the classroom teacher does in the classroom. Professional instructional media staff provide, among other services:

instruction in library, audiovisual communication, and information skills
assistance in locating and using resources
reference services
reading, listening, and viewing guidance.

Any program element that increases the quality or amount of professional staff time available, such as increased numbers, increased staff competence, employment of support staff, use of volunteers, use of automated technology, increases the potential for delivering these services effectively.

Progress toward Unit Objectives: Approximately one-half of the target percentage should be observable in the data from the survey report scheduled for June, 1983.

Unit Objective I: Increase the percentage of schools staffed by full-time instructional media professionals

from 17 percent to 25 percent in elementary schools
from 81 percent to 90 percent in junior high/middle schools
from 65 percent to 75 percent in high schools.

Strategy for Achieving Unit Objective I:

1. General Activities (applying to this and other objectives) The same as those listed, *a* through *k*, under Goal I, Objective I.

2. Specific Activities (applying to only this objective)

a. Plan and conduct, in cooperation with the Right-to-Read staff at the DPI, workshops for media specialists, reading teachers, and reading specialists on the role of media programs and reading programs in education. This began in July, 1979, and will be completed by June 30, 1981.

b. Develop research strategies and carry out case study research of elementary school IMC's to ascertain their unique contributions in the affective development of elementary

school children. The first stage of this research should be completed by December, 1981.

Unit Objective II: Increase the percentage of schools where instructional media professionals spend at least 60 percent of their time in professional functions
from 50 percent to 65 percent.

Strategy for Achieving Unit Objective II:

1. General Activities (applying to this and other objectives) The same as those listed, *a* through *k*, under Goal I, Objective I.

2. Specific Activities

a. Plan and conduct a workshop to provide instructional media specialists with the knowledge of how to use microcomputers to accomplish repetitive and clerical tasks involved in operating an instructional media program. Planning was begun in January, 1980, and the workshop was presented June 18-20, 1980.

b. Publicize services of the Wisconsin Dissemination Project among instructional media staff, and encourage its use through articles in *DPI Newsletter, Channel DLS, School Media News*, and other appropriate publications. This will be begun in July, 1980, and completed by June 30, 1981.

c. Complete a study of feasibility of regional media centers to assist schools in providing instructional media services. This was begun in September, 1979, and will be completed by June 30, 1981.

d. Complete the process of revising the standards for certification of instructional media specialists. This activity includes conducting or assisting in the conducting of hearings, and editing the copy for the administrative rules. It has been going on since July, 1975, and will be completed by June 30, 1981.

e. Write standards for the review and approval of teacher education programs governing the areas covered by the proposed instructional media certification standards as well as the areas having to do with facilities for teacher education programs and teachers' use and understanding of instructional media programs in schools. This will be begun in July, 1980, and completed by June 30, 1981.

f. Plan and conduct meetings for faculty of instructional media preparation programs to accomplish the changes intended by the proposed certification revisions. This will be begun in July, 1980, and completed by June 30, 1981.

g. Publicize the revised certification revisions when they are approved and provide information to persons affected. This will be begun in July, 1980, and completed by June 30, 1981.

h. Assist in developing at the national level, for use at the state level, presentations and publications that describe how school media programs benefit from sharing resources and from participating in library networks and interlibrary cooperation. This activity has been going on since July, 1976, and will be completed by June 30, 1983.

i. Initiate activities appropriate to effective leadership in developing utilization of automated technology by instructional media professionals. This will be begun in June, 1980, and completed by June 30, 1985.

3. Activities proposed and desired but not scheduled for implementation unless additional funding can be secured

Study the role of and methods for using student assistants and adult volunteers in instructional media programs. Develop and disseminate a policy statement and guidelines on this subject. No completion date has been set.

Unit Goal III: To assure students and teachers access to a collection of instructional materials that provides appropriate range and variety in format, subject matter, content, approach, and level of sophistication, and that depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

Performance indicators:

Number of materials in elementary and secondary IMC's
Existence of selection policies and appropriate procedures
Existence of interlibrary cooperation policies and procedures.

Current percentages are tabulated from the January, 1979, survey data. Target percentages will appear in the survey report completed by June 30, 1987.

Progress toward Unit Objectives: Approximately one-half of the target percentage should be observable in the data from the survey report scheduled for June, 1983.

Unit Objective I:

a. Increase the percentage of schools providing at least 10,000 volumes or 15 per student, whichever is greater,

from 21 percent to 35 percent at the elementary level
from 43 percent to 55 percent at the junior/high school level
from 55 percent to 65 percent at the high school level.

b. Increase the percentage of schools providing at least 45 periodical titles for K-6 students, 100 periodical titles for K-8, junior high or middle school students, and 150 periodical titles for high school students.

from 4 percent to 15 percent at the elementary level
from 18 percent to 25 percent at the junior high/middle school level
from 30 percent to 40 percent at the high school level.

c. Increase the percentage of schools providing at least 3 newspapers for elementary school students and 6 newspapers, 2 of which are national, for secondary school students

from 11 percent to 20 percent at the elementary level
from 43 percent to 55 percent at the junior high/middle school level
from 74 percent to 80 percent at the high school level.

Strategy for Achieving Unit Objective I:

1. General Activities (applying to this and other objectives) The same as those listed, *a* through *k*, under Goal I, Objective I.
2. Specific Activities

a. Provide consultant assistance to schools in developing reliable selection policies, processes, and procedures to assure that the Common School Fund is used effectively.

b. Assist school districts in writing applications and proposals for ESEA Title IV-B and C grants to obtain federal funds for purchase of instructional media.

c. Analyze and distribute results of the recent survey of junior high school media centers to ascertain materials selection procedures and problems of recent years. This should be completed by December, 1980.

d. Develop, distribute and analyze a survey of elementary school and senior high school media centers to ascertain materials selection procedures and problems of recent years. The elementary school survey should be completed by December, 1981, and the senior high school survey should be completed by December, 1982.

Unit Objective II: Increase the percentage of schools wherein selection of media is done on the basis of an official selection policy approved by the school board and where teachers are actively involved in the selection of media from 56 percent at the elementary level and 72 percent at middle/junior high and high school levels to 80 percent at all levels. Note: Since selection policies should be districtwide, the percentage should be the same at all levels.

Strategy for Achieving Unit Objective II:

1. General Activities (applying to this and other objectives) The same as those listed, *a* through *k*, under Goal I, Objective I

2. Specific Activities

a. Analyze and distribute the results of a survey of middle/junior high school media centers to ascertain materials selection procedures and problems of recent years. This has already been begun and will be completed by June 30, 1981.

b. Prepare, distribute, and analyze a survey designed to ascertain materials selection procedures and problems of recent years to a sample of elementary school media programs. This will be begun in July, 1980, and completed by June 30, 1981.

c. Prepare, distribute, and analyze a survey designed to ascertain materials selection procedures and problems of recent years to a sample of high school media programs. This will be begun in July, 1981, and completed by June 30, 1982.

Unit Objective III: Increase the percentage of schools in which media center resources are supplemented at least by informal resource sharing and cooperative arrangements with schools in other districts or libraries, such as the public library

from 44 percent to 60 percent at the elementary level
from 55 percent to 70 percent at the middle/junior high level
from 65 percent to 80 percent at the high school level.

Strategy for Achieving Unit Objective III:

1. General Activities (applying to this and other objectives) The same as those listed, *a* through *k*, under Goal I, Objective I.

2. Specific Activities

a. Assist in developing at the national level, for use at the state level, presentations and publications that describe how school media programs benefit from sharing resources and from participating in library networks and interlibrary cooperation. This activity has been going on since July, 1976, and will be completed by June 30, 1983.

b. Provide consultation to schools and interested parties in gaining access to all community and regional resources through interlibrary cooperation.

Unit Goal IV: To assure students and teachers access to comprehensive instructional media programs that provide a full range of resources, equipment, and services.

Performance Indicators:

Number and extent of instructional media services available
Number of schools attaining given levels of program development
Nature and quality of the relationship between curriculum development and media program development.

Current percentages are tabulated from the January, 1979, survey data. Target percentages will appear in the survey report completed by June 30, 1987.

Unit Objective I: To increase the percentage of schools wherein the media specialists meet with teachers on a regular basis to assist in planning instructional activities and to recommend materials for use in teaching and learning from 33 percent to 45 percent.

Strategy for Achieving Unit Objective I:

1. General Activities (applying to this and other objectives) The same as those listed, *a* through *k*, under Goal I, Objective I.
2. Specific Activities

a. Plan and develop, in cooperation with DPI Right-to-Read staff, presentations aimed at media specialists, reading teachers, and reading specialists on the role of media programs and reading programs in education. This will be begun in July, 1980, and completed by June 30, 1981.

b. Provide consultation and prepare presentations for delivery to groups of media specialists, teachers, administrators, and others concerned with education on the importance of teaching critical television viewing skills in elementary and secondary schools. This will be begun in July, 1980, and completed by June 30, 1981.

3. Activities proposed and desired, but not scheduled for implementation unless additional funding can be secured:

Develop and disseminate a position paper on the role of instructional media programs in the back-to-basics movement. No completion date has been set for this activity.

Unit Objective II: To increase the percentage of schools wherein a comprehensive curriculum of instructional media skills is planned jointly by media specialists and teachers and taught as a team on a regular basis in coordination with related classroom activities

from 29 percent to 40 percent at the elementary level
from 45 percent to 55 percent at the middle/junior high level
from 42 percent to 50 percent at the high school level.

Strategy for Achieving Unit Objective II:

1. General Activities (applying to this and other objectives) The same as those listed, *a* through *k*, under Goal I, Objective I.
2. Specific Activities

a. Plan and develop, in cooperation with DPI Right-to-Read staff, workshops for teams of media specialists, reading teachers, and reading specialists, on the role of media programs and reading programs in education. This will be begun in July, 1980, and completed by June 30, 1981.

b. Provide consultation and prepare presentations for delivery to groups of media specialists, teachers, administrators, and others concerned with education on the importance of teaching critical television viewing skills in elementary and secondary schools. This will be begun in July, 1980, and completed by June 30, 1985.

3. Activities proposed and desired, but not scheduled for implementation unless additional funding can be secured:

a. Develop and disseminate a position paper on the role of instructional media programs in the back-to-basics movement. No completion date has been set for this activity.

Unit Objective III: Increase the percentage of schools wherein the media specialist conducts at least an informal evaluation of the media program with the involvement of faculty and students

from 32 percent to 40 percent at the elementary level
from 60 percent to 70 percent at the middle/junior high level
from 55 percent to 65 percent at the high school level.

Strategy for Achieving Unit Objective III:

1. General Activities (applying to this and other objectives) The same as those listed, *a* through *k*, under Goal I, Objective I.
2. Specific Activities

The specific activities are the same as *d* through *g* for Unit Objective II under Unit Goal II.

Unit Objective IV: Increase the percentage of schools wherein students, teachers, and instructional media staff produce many types of printed and audiovisual media, although they may be limited to some extent by type of materials and resources available.

from 26 percent to 35 percent at the elementary level
from 36 percent to 45 percent at the middle/junior high level
from 35 percent to 45 percent at the high school level.

Strategy for Achieving Unit Objective IV:

1. General Activities (applying to this and other objectives) The same as those listed, *a* through *k*, under Goal I, Objective I.
2. Specific Activities

The specific activities are the same as *d* through *g* for Unit Objective II under Unit Goal II.

Unit Objective V: Increase the percentage of schools wherein students are allowed unlimited use of the IMC whenever it is open, provided space is available

from 67 percent to 75 percent on the elementary level
from 83 percent to 90 percent on the middle/junior high level
from 91 percent to 95 percent on the high school level.

Strategy for Achieving Unit Objective V:

1. General Activities (applying to this and other objectives) The same as those listed, *a* through *k*, under Goal I, Objective I.

Unit Objective VI: Increase the percentage of schools wherein some preventive maintenance and minor repair of instructional equipment are provided at the district level and records of repairs on each item are kept

from 60 percent to 70 percent.

Strategy for Achieving Unit Objective VI:

1. General Activities (applying to this and other objectives) The same as those listed, *a* through *k*, under Goal I, Objective I.

Unit Objective VII: Increase the percentage of schools wherein the instructional media specialist receives requests for the purchase of instructional media from teachers and then assists appropriate administrative personnel in developing a proposed budget for the building-level instructional media program

from 38 percent to 50 percent.

Strategy for Achieving Unit Objective VII:

1. General Activities (applying to this and other objectives) The same as those listed, *a* through *k*, under Goal I, Objective I.

2. Specific Activities

The specific activities are the same as *d* through *g* for Unit Objective II under Unit Goal II.

Unit Objective VIII: Increase the percentage of schools spending at least 2 percent of the statewide average "shared cost per member" (roughly equivalent to per pupil operational cost computed in other states) for their instructional media program

from 16 percent to 25 percent at the elementary level

from 24 percent to 35 percent at the middle/junior high level

from 32 percent to 40 percent at the high school level.

Strategy for Achieving Objective:

1. General Activities (applying to this and other objectives) The same as those listed, *a* through *k*, under Goal I, Objective I.

Bureau of Public and Cooperative Library Services

Public Libraries of Wisconsin continue to share responsibility and cooperate with schools in offering young people attractive sources of enlightenment and enjoyment in order to increase their use of library services in the present and future. Cooperation flourishes, for example, in the promotion of the annual statewide Summer Library Program as more and more schools welcome public librarians into the classroom/auditorium to describe the allurements of "Star Worlds at the Library" or "All Creatures Great and Small." Increasingly, as well, summer library programs are offered by instructional media centers, often involving cooperative planning and materials exchanges with the public library or provision of a needed service where there is no public library.

In addition to increasing public library/school cooperation, the Division's thrust to encourage cross-agency cooperation, one of its major emphases, has been given impetus in the following ways:

1. Periodic Book Review Browses, initiated as a Division project in 1976, now enjoy trisponsorship by a local library, the system to which it belongs, and the Division for Library Services with substantial contributions coming from each, such as publication of review compilations by the System and local arrangements to exhibit books to the best advantage by the hosting library. Wisconsin may well be unique in using this method to share with the statewide library community, in exchange for evaluation, all donated publishers' advance review copies of new titles. Books are cumulated and exhibited so that all who attend the Browses may make comparisons and have access to actual books being considered for selection rather than only media reviews. Selected compilations of evaluations are made available at each Browse, and books become a gift to the library represented by the reviewer.

2. In 1980, cross-state cooperation enhanced the statewide Summer Library Program when the Wisconsin Sea Grant Program, the Minnesota Sea [illegible] Program, and the Division arranged for a visit of "Lawrence the Lake Trout" to the J[illegible]ville Public Library as a climaxing event of its celebration of "All Creatures Great and Small."

3. Through cooperative funding with the Department of Public Instruction's "Right-to-Read" Program, the Division was able to contract with Northeast Wisconsin in-School

Telecommunications and Educational Instructional Media Distributors for production of three videotapes to be used by the educational and library communities of the State in improving storysharing and reading skills.

4. At the behest of a Library Services and Construction Act Review Team, three systems which had submitted separate but similar grants looking towards creation of storysharing kits to be used in programming for children agreed to combine applications and work out a method of sharing the products. Library Services and Construction Act funding will also make possible a system level experiment with video disc circulation in Wisconsin, and selection of software will be related, in part, to use of the storysharing kits.

Unit Goal: To provide effective public library services for children and young adults (ages preschool through 20).

Performance Indicators:

1. Percentage of larger public libraries with professional personnel assigned to work specifically with children and young adults.
2. Percentage of smaller public libraries whose staff has received basic training in children's and young adult services, and who participate in continuing education opportunities (workshops and programs) in these areas.
3. Percentage of public libraries which have budgets established for children's and young people's materials and services.
4. Number of public library systems offering consulting services and continuing education opportunities in children's and young adult services.

Unit Objective I: Evaluate the current status of services to children in Wisconsin public libraries, assess the results, and prepare recommendations for improvements, with the process to be completed no later than June, 1983.

Strategy for Achieving Objective:

1. Monitor and evaluate the results of the Survey Questionnaire of children's library services (July-October, 1980).
2. If necessary, supplement the findings by gathering additional information. (October, 1980-February, 1981).
3. Publish and disseminate the survey findings.
4. Plan and conduct a "Contemplation Reprise," August 27-29, 1981.
5. Develop and disseminate recommendations based on the survey and "reprise" to library organizations, associations, systems and local libraries.
6. Formulate and adopt a Children's Service Addendum to the *Wisconsin Public Library System Standards.*

Progress Toward Unit Objective:

In August, 1979, the process directed toward the Unit Objective was initiated with an intensive, two-day "Contemplation of Children's Services" by a geographically representative group of children's librarians.

Contemplation participants were asked to evaluate children's and young adult consulting services offered during the past 5 1/2 years by the Division for Library Services on a scale of 7, high, to 1, low. Most valuable services, according to the ratings, were compiling and editing of annual Wisconsin Summer Library Program Manual using contributions from

children's librarians of the state; workshops on various aspects of children's and young adult services conducted at invitation of systems, organizations, local libraries, related agencies, etc.; coordination of statewide summer library program including production and sale of materials at low cost through the Department of Public Instruction's Publications Office; monthly Consultant's Carryall Column, *Channel DLS*.

Other strong recommendations emerging from the Contemplation of Children's Services were that children's materials be included in any computerized data base that may be developed for Wisconsin and that interlibrary loan services be kept free of age barriers.

In September, 1979, the Division for Library Services appointed a Children's Service Survey Planning Committee charging it to: (a) provide an accountable basis for proposing improvements in public library children's services at the local, system, and state levels; (b) provide a statistical basis for constructive comparison of children's services in libraries of comparable size, looking towards exchange of successful ideas and formulation of a "Children's Services Addendum" to the *Wisconsin Public Library System Standards, 1974*, and, (c) provide statistical rationale—percentage of total public library circulation and program attendance generated by children's services—as one factor to be considered in the allocation of Library Services and Construction Act annual funding grants. In the following April, acting on recommendations from this Committee, the Division contracted with the University of Wisconsin Research Laboratory to conduct the first formal, statistical assessment of services to children in public libraries of the State. A Survey Questionnaire was sent to all 352 public libraries and 80 branch libraries listed in the 1978 *Wisconsin Library Service Record*. A printout of the results will be provided to all members of the Children's Services Survey Planning Committee, and they will assist in interpreting and editing the final report. Publication of survey results and their implications will be followed by a "Contemplation Reprise" on August 27-28, 1981, at the Yahara Center, Madison. A representative faculty member of all institutions of higher learning in Wisconsin that offer Library Science courses, including vocational/technical schools, will be invited to participate.

B. Services to College Students

Formal post-high school education in Wisconsin is carried out through approximately 75 separate campuses or facilities, each of which operates one or more libraries to support its students and faculty. These libraries are located in the University of Wisconsin System, on campuses of the state's vocational school districts and private colleges and universities, and in private professional and trade schools. Total library operating costs for the 1978-79 academic year amounted to approximately $27.2 million.

From 1978 to November, 1979, a Library Planning Study Committee, established by the University of Wisconsin System Administration, studied problems facing academic and research libraries in the System. The LPSC membership represented a broad spectrum of interests, including library directors, faculty, and administrative staff. Eventually, eight subcommittees were established: Historical Background and Legal Bases of the UW System; Collection Development; Bibliographic Access and Processing of Materials; Delivery and Use of Materials; Information and Instructional Service; Facilities; Cost Budget Analysis; and Library Users.

The Committee's principal findings, conclusions, and recommendations covered many critical areas. The creation of a Council for University of Wisconsin Libraries, which would be responsible for ongoing planning and project implementation, was recommended. In or-

der to assure standardized collection of statistics and evaluation measures, the creation of a totally integrated Library Management Information System was proposed. Library space needs guidelines were refined, in the hope of controlled growth of physical size within accepted criteria.

The Committee concluded that important keys to the provision of better library service lay in increased cooperation among UW System libraries, and more efficient use of staff and collections. Computer technology was identified as an efficient tool for improvement, with computerized data base development offering the potential for both on-line catalogs and automated circulation systems. A strong committment was made to the further strengthening of interlibrary loan services, including improved delivery mechanisms.

The complicated questions involved in collection development decisions were addressed. Materials needed for immediate support of an institution's instructional programs should be provided on each campus. As indicated above, interlibrary loan sharing needed to be made even more efficient. The special status of UW-Madison research collections needed continuing recognition and support. Student and faculty use of library collections and services needed to be increased through improved information services, and library support for off-campus instruction should be made stronger.

Academic librarians' participation in the Wisconsin Association of Academic Librarians, and in area multitype library organizations, provided additional opportunities for learning and involvement in concerns of library management, newer technology, instruction in the use of libraries, and special services.

C. Services to Adults

Wisconsin adults use special, school, and academic libraries for some of their informational, cultural, educational, and recreational needs. For most Wisconsin adult library users, however, the public library is most often used to satisfy these needs.

The improvements in general library services to adults through the planning, establishment, and growth of public library systems is substantial, though they have not been documented in detail. Through systems, rural and small town adults have been given direct access to many larger public libraries, including the system resource library. This access has made available to them more print and non-print library resources. More highly trained and specialized staff members are able to respond to their needs. The special exhibits and adult programs provided by larger public libraries have generally been opened to all residents of system areas. Regular programming and special projects in the arts, humanities, and sciences offered by public libraries are enriching the lives of many Wisconsin adults.

Illustrative of a change in focus in public library service to adults are recent new directions in the neighborhood libraries of the Milwaukee Public Library. They are sharply reducing traditional programs, and emphasizing the role of community information centers. Although for decades many public libraries have done something with this role, it is now a highest priority for these libraries, emphasizing working with community organizations, building resource files, and offering library assistance in community planning and services. Another new program for Milwaukee neighborhood libraries, Match-Ed, attempts to match individuals' specific education needs with, not only the offerings of traditional educational institutions, but the skills of individuals and organizations.

Many Wisconsin public libraries and public library systems are interested in implementing the *Public Library Planning Process*, recently published by the American Library Asso-

ciation, and developed by the Public Library Association, with grant assistance, as a part of its standards development responsibilities. Its key feature is the establishment and use of a broadly-based community library planning group, including library board members, library administration and staff, and additional individuals representative of various community interests. This planning group would then develop and implement a series of surveys, and make recommendations for a plan based upon the results. Although this plan would go into all areas of library organization and services, it has obvious implications for redefining the community public library's service to adults. The Division for Library Services expects to assist in training and implementation activities for the *Public Library Planning Process.*

D. Public Libraries/Public Library Systems/Physical Facilities

General historical background on public library services in Wisconsin was last included in the 1975 Annual Revision of the Long-Range Program. Those interested are referred to the *Wisconsin Library Bulletin,* volume 71, number 5, Supplement, September-October 1975, pages 253-254.

Current Situation

In 1980, there are 357 public libraries in the state, with all but 39 of them included in the 15 public library systems currently operating. Sixty-six of Wisconsin's 72 counties are participating in systems. Systems cover 51,926 square miles or 95 percent of Wisconsin's total area.

An estimated 70,110 Wisconsin residents have no legal access to public library services in 1980, compared with 325,000 unserved in 1972, the last year before systems began operation.

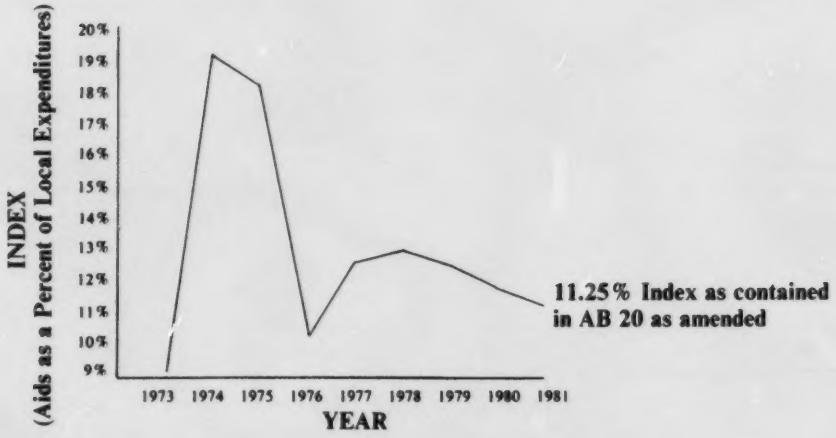
WISCONSIN PUBLIC LIBRARIES

Year	Population of Wisconsin	Population Served by Public Library Systems	Population Served by Non-System Public Libraries	Unserved Population
1960	3,952,765	N/A	3,228,345(82 %)	724,420(18 %)
1972	4,513,128	N/A	4,199,077(93 %)	314,051(7 %)
1980	4,688,278	4,002,504(85.4%)	615,664(13.1%)	70,110(1.5%)

Year	Volumes Held	Circulation	Total Income	Total Expenditures
1960	6,044,014	20,262,017	$ 7,217,676	$ 6,748,115
1972	9,676,922	23,848,738	$21,362,517	$20,559,026
1980	12,163,947	26,456,231	$45,676,622	$43,319,158

The most serious problem for Wisconsin public libraries and public library systems is undoubtedly the decline in state aid support as related to cost inflation. Although the 1978-79 Legislative Council Special Committee on Library Laws gave much attention to this problem, and in its final report recommended that state aid be indexed at 20 percent of the previous year's local library operating expenditures in system areas, Legislative approval was not forthcoming, and several public library systems are near the crisis point in their

State Aid to Public Library Systems as a Percentage Of Local Expenditures for Library Services



finances. Although the Legislature early in 1980 incorporated into law the indexing principle that was recommended, they reduced the index from 20 percent to 11.25 percent. The graph illustrates the decline in value of the system dollar since 1974.

Public library system development is nearly complete. Twelve systems have been in existence for 3 or more years and have successfully implemented all service requirements at some level. Systems have been successful in reaching rural and isolated residents through bookmobile and books-by-mail programs. Interlibrary loan and reference referral have provided many residents with materials which they otherwise would not have been able to use. Reference and interlibrary loan have been so popular that systems have reported 10-20% increases in the last several years. High quality inservice training has provided the means for library personnel in small libraries to update their skills close to home. Systems have improved the visibility of local library services through publicity and public awareness programs. Increasing costs and lack of improvement in state funding levels have caused systems to reevaluate and in many cases cut back programs. Services to the elderly, homebound, Spanish speaking and Native American have been cut back or slow to be implemented.

Both systems and public libraries have found it increasingly difficult to share resources with other types of libraries and provide leadership in multitype library cooperation projects. Too often, progress has been dependent upon the receipt of LSCA project funds.

The role of counties in providing for library service to residents has been questioned on several fronts. The statutes require that county library planning committees be appointed to plan county library service and public library system participation, and that county boards approve and fund these plans and then provide on-going funding to be eligible for system participation and receipt of state aids. There are no standards for county support levels and no guidelines for the role of the county in providing library services. Counties currently

provide widely varying levels of mill level funding support. Counties also interact with the systems in different ways. Some contribute directly to the system while others use funds locally. Some counties levy a specific tax for library services and some take money from the general fund. Some communities take advantage of exemption from the county tax and others pay both village, town, or city taxes and a county tax. Over the last year questions involving reciprocal borrowing, on-site access, intersystem agreements and the function of systems have focused on the role of counties in providing and funding basic and supplementary library services. The intertwining of county and system funding has made it difficult to assess needs, evaluate services and clarify roles between and among counties and systems. It is necessary to study the role of a county within a public library system, define basic library service more accurately and improve equity in county funding throughout the state.

Where at one time patrons of Wisconsin's public libraries expected to obtain only books and other print materials from their local library, they now demand access to an ever expanding variety of audiovisual materials and equipment. Public library systems are developing strong collections of 16mm films, and are experimenting with newer forms of audiovisual technology and offering patrons the opportunity to check out videocassettes and phonograph records.

At the state level, the Wisconsin Library Film Circuit continues to help local libraries and public library systems satisfy their patrons' demands for 16mm film by offering packages which are circulated throughout the state on a regular basis to members. The Division for Library Services' Reference and Loan Library maintains a collection of audiovisual materials which supplements public library and system collections and also acquires innovative audiovisual equipment and materials for demonstration in public libraries.

Throughout the past several years, LSCA funds have been requested and frequently used to develop the collections of audiovisual materials and equipment, especially 16mm films, in public libraries and systems. As these local and regional collections have developed, questions have been raised concerning 1) the development of standards for determining the numbers and types of materials held within a region; 2) the sources of funding which should be used to develop collections; 3) the extent to which intersystem and intrasystem cooperation in sharing audiovisual materials can and should exist and 4) the relationship of local and regional collections to statewide collections.

Because of these issues, LSCA Advisory Committee members have expressed concern in setting priorities for use of LSCA funds for audiovisual materials, especially 16mm films. The Wisconsin Library Film Circuit will be examining its role in relation to system 16mm film collections during the coming year while the System and Resource Library Directors indicated concern with current audiovisual materials collection development at their recent long-range planning meeting. The Division for Library Services will be appointing a study committee which will examine the issues regarding audiovisual materials and equipment and will make recommendations, among other things, for LSCA priorities regarding audiovisual materials.

During the last year the Council on Public Library Certificates and Standards appointed a subcommittee to develop standards for libraries in communities with populations under 2,000 to study alternative delivery modes for library services to rural residents and to small libraries. The committee developed profiles of the small library in a community of 1,000 or less and in communities of 1,000-2,000. These characteristics of small libraries, on the basis of averages, follow:

Population of 1,000 or less:
A community population of *677*.

A local appropriations budget of *$2,248.65.*
A materials budget of *$858.10.*
A collection of *4837* volumes.
A periodicals collection of *14* magazines.
Open for *10* hours.

Population of 1-2,000:
A community population of *1426.*
A local appropriations budget of *$6,415.80.*
A materials budget of *$2,206.03.*
A collection of *8,404* volumes.
A periodicals collection of *31* magazines.
Open for *19 1/2* hours.

It appears that small communities have not substantially increased local appropriations for library services in the last 5 years. However, public library systems have improved services in small libraries in some ways. Systems, for example, have made available better interloan and reference services, provided inservice training for librarians, and sometimes improved availability of materials through provision of rotating collections, funds for material purchases, centralized purchasing and processing of materials, and help in weeding collections of outdated materials. The Council on Public Library Certificates and Standards subcommittee found little uniformity in approach from system to system in improving service in small libraries and indicated that "models" of successful programs aimed at increasing support in the small community are needed. New means of evaluation are needed in this area.

Unit Goal

Convenient access to library services meeting minimum standards for all residents of the state to library services through local public libraries, library systems and the statewide library network.

Performance Indicators:

1. Number of people in the state without legal access to public library service.
2. Number of people in the state with access to public libraries not affiliated with cooperative library service programs nor public library systems.
3. Number of people in the state with access to cooperative library service, e.g., county library service, as distinguished from public library systems.
4. Number of people in the state with access to public library systems meeting the provisional Wisconsin Administrative Code rules and statutory requirements.
5. Number of people in the state with access to public library systems meeting the standards established by the Division for Library Services.

Unit Objective I

Increase the number of people who have access to public library services in public library systems potentially meeting Statutory and Administrative Code rules from the 4,002,504 population included on January 1, 1980, to the total state population by January 1, 1983. Actual compliance with statutory services is phased in over a three-year period.

Performance Indicator	Unit of Measure	1/1/80	Worst Acceptable	Expected Normal	Best Expected	Objective
Number of state residents with access to public library systems meeting rules and requirements.	Population included in approved system	4,002,504	4,002,504	4,617,450	4,700,000	4,700,000

Progress toward unit objective:
As of January, 1981 it is anticipated that only four counties will not yet have been incorporated into public library systems: Florence, Walworth, Washington and Ozaukee. The Kenosha County Board voted unanimously to establish a single county system in 1981. The Waukesha County Library Planning Committee is still working toward the same goal. The county boards in Washington and Walworth Counties have voted to establish Planning Committees during 1981 to study possible participation in a public library system as of 1982. Florence and Ozaukee Counties currently have planning committees in operation. System development should be completed according to the following schedule:

1981: 17 public library systems, serving approximately 4,610,000

1982: Two additional counties included in 17 systems

1983: By January 1, 1983, the total state population will be served by public library systems

1985: By December 31, all systems will be in compliance with all statutory service requirements.

Strategy for Achieving Objective:
Consultants will give a high priority to working with planning committees in Washington and Walworth, Florence and Ozaukee Counties. LSCA funds will be used to demonstrate public library system services in Washington and Walworth Counties between October 1980 and September 1981. Walk-in Service will be provided for the first time in Washington County while Walworth County residents will receive demonstrations of books-by-mail and improved interlibrary loan and delivery of materials. Use of LSCA funds has proved successful in demonstrating system services to county boards in Winding Rivers Library System, Sheboygan, Racine, and Kenosha Counties. It will remain a priority for use of LSCA funds until system development is complete.

Unit Objective II

Provide access for all Wisconsin residents to all Wisconsin public libraries and to select libraries in other states when necessary.

Performance Indicators:

1. Number of residents with walk-in access to the nearest public library (All residents to have this access by 1985).
2. Implementation of the Wisconsin Interstate Library Compact Law by 1984.
3. Completion of a study on county library service and funding levels by 1983.

Strategy for achieving objective:
The concept of open access to all public libraries by all residents is the basis of Chapter 43 Public Library System Law. County library planning committees are charged with deter-

mining a means of providing and funding library service for all county residents as a first step in system development. In many areas county funds have been used to provide basic library services or access to them. For example, some counties either operate bookmobile and books-by-mail services or compensate systems for providing these services. Other counties compensate existing libraries for serving county residents who are not taxed for library service by other municipalities directly operating a local library.

Wisconsin Statutes require that by the 2nd year of system operation all residents be able to use the designated resource library on the same terms as residents of the local community and by the third year that all libraries honor valid borrower's cards from all other participating libraries. Systems are also requested to have intersystem agreements which may provide for on-site access to libraries across system lines.

The confusion of the roles of county and system funding in providing for open access to border libraries has caused delays in many systems in signing inter-system agreements and residents have in some instances been denied access to libraries they wish to use. A small committee of librarians, county officials, village, town or city officials and legislators will be formed to work with the Division to analyze legal and funding problems and make recommendations to improve access to all Wisconsin libraries.

The Division will also work with the office of the Attorney General and librarians to implement the Wisconsin Interstate Compact law and establish agreements between Wisconsin library systems and those in Minnesota, Michigan, and Illinois so that residents can use libraries across state lines.

Unit Objective III

To assist public library systems in the improvement and expansion of the services which they provide to member libraries and to the citizens served by those libraries.

Performance Indicators:

1. The number of inservice training activities for system staffs sponsored by, and/or participated in by DLS.
2. The number of responses in writing and orally to requests for information and technical assistance from system personnel.
3. The number of field visits to library systems for the purpose of providing technical assistance and consultant services.
4. The number of studies or research projects sponsored by and/or participated in by DLS of importance to library systems.
5. The number of publications published by DLS of importance to library systems.

Strategy for Achieving Objective:

Improvement of library services through consultation, inservice training, special publications and surveys and studies has always been an active role of the Division. Considerable change has taken place in consultant services. As public library systems have developed in Wisconsin, they have assumed a major responsibility for consultant services to local public libraries. At the same time consultant staff in the Bureau of Public and Cooperative Library Services have developed knowledge and consulting skills in more specialized areas and spend a greater amount of time assisting staff at the library system level. Consultant services from the Division for Library Services will continue to develop in this direction and the need for additional staff and specialties will be assessed. There is currently a need for con-

sultation in library automation and in audiovisual technology. Consultants at DLS will be assigned to specific library systems in geographic areas for the purpose of serving as a liaison between those systems and DLS. Geographic liaisons will refer questions to specialist consultants and other Division or Department employees when appropriate. Technical assistance and support to public library system staffs will be provided in a variety of ways. Support and participation in continuing education activities for library system staff; written and oral response to requests for assistance from system personnel; field visits to library systems; research and study of particular areas of interest to library system staffs; and publication of appropriate information are all means for providing this support. In large measure this assistance will be determined by the needs and priorities of library system staffs. This will be assessed through semi-annual meetings with system resource library directors and with system staff at other special meetings. The Division for Library Services will continue to improve its channels of communication with library system staffs in order to facilitate the provision of these kinds of assistance.

Unit Objective IV

To monitor the performance of public library systems in complying with statutory service requirements.

Performance Indicators:

1. Number of systems meeting statutory service requirements at the end of the year.
2. Systematic annual evaluation of the extent of improved library services related to at least one statutory service requirement as designed in annual division plan.
3. Number of systems with long-range plans for improving and coordinating library services in all libraries in the system area.

Strategy for Achieving Objective:

Each year public library systems file a five year plan and annual objectives with the Division. These plans describe how statutory service requirements will be met and in what ways systems will improve other library services to residents. In the past little attempt has been made to evaluate the effectiveness of systems statewide in improving services in specific areas. Each year for the next five years, Division staff will work with system and library staff to evaluate the effectiveness of programs related to one statutory service requirement. During 1980 a study of interlibrary loan was undertaken in the NEWIL area. Evaluation of cost, turnaround time, fill rate and other items were included. Other areas needing evaluation include reference service, collection development, inservice training, service to users with special needs, and means of delivery and communication.

Unit Objective V

To explore the responsibility of the various levels of government for providing financial support to public libraries and to make recommendations for the future direction and extent of such support by the various levels of government.

Current Situation and Strategy for Achieving Objective:

While funding for public library service is not an end in itself, it is obvious from a quick overview of public library service in Wisconsin that funding has become a barrier to good

library service. This barrier is not just the extent of such funding, but is also the lack of agreement and definition of the responsibilities of each level of government for funding public library service. Until there is general agreement as to these responsibilities, the chance for significant improvement of library service is remote.

At a meeting at Eau Claire in April sponsored by the Division for system and resource library directors, increased funding for public library systems was given the highest priority for action.

The Wisconsin Governor's Conference on Library and Information Services in September, 1978, passed a number of resolutions relating to funding of public libraries. One states, "That a pattern of State and local funding for systems be established in such a manner as to ensure equal service to all citizens." Another states, "That the State Legislature implement the recommendations of its Special Committee on Library Laws relative to adequate funding for public library systems, to assure stability in system planning."

At the national level, the White House Conference on Libraries and Information Services in November, 1979, passed a resolution which stated in part, "that local and state priorities be reordered to respond to that increasing need for excellence and wide use of library and information services . . . that this reordering must result in improved funding for all types of nonprofit library and information services with significantly heavier shares borne by the States and the Federal government."

Also at the national level, the National Library and Information Services Act has been introduced in Congress to replace the Library Services and Construction Act. This will, if passed, be the major federal funding source for libraries and will define the federal role for funding public libraries.

A variety of funding related issues have surfaced since development of public library systems. Some of these have been discussed in relation to other objectives.

1. System funding is not adequate to provide services required by the legislature.
2. Systems vary in the level of fiscal support given local libraries.
3. There are no standards relating to minimum local support of libraries receiving state funded services.
4. There are no standards for county fiscal support or library service levels.
5. There is no common understanding of the role of different types of libraries or political jurisdiction for funding cooperation among all types of libraries.

Within this broad context, the Division for Library Services accepts a major leadership role for achieving the objective. The Division will initiate efforts to compile background information and statistics relating to the various issues involved. The Division will initiate study groups to investigate and make recommendations relating to the various issues. Since funding must be looked at in the context of library programs and services, other objectives of the Division will be examined to determine how they relate to and affect the achievement of this objective.

The Division will work with the COLAND, WLA, system and resource library directors, and other librarians and library groups to increase public library system aids to 20% of local appropriations by 1983.

Performance Indicators:

1. Increase in local library funding to exceed inflation rate by 5% each year.
2. Development of guidelines for role of county in provision and funding of library services by 1982.
3. Increase in state aid index level to 20% of local expenditures by 1983.

Unit Objective VI

Improve library services provided by major urban resource libraries, Milwaukee Public Library and Madison Public Library.

Strategy for Achieving Objective:
Use LSCA funds distributed by formula to strengthen these two libraries to enable them to provide the following services to residents of their system areas.

1. On-site access to materials.
2. Interlibrary loan to fill at least 60% of requests from libraries served.
3. Continuing education and consultant services.
4. Service to elderly and homebound.
5. Long-range planning activities.

Unit Goal II

To assure equitable, effective, and representative use of audiovisual materials throughout the state.

Performance Indicators:

1. Number of municipalities and regions that engage in sharing of audiovisual materials.
2. Determination of equitable priorities for distribution of LSCA funds for audiovisual materials.
3. Evidence of intersystem and statewide planning for sharing audiovisual materials.

Unit Objective I

Plan with representatives from local, regional and state groups and libraries for the development of cooperative agreements within the state regarding use, sharing and responsibility for audiovisual materials collections.

Strategy for achieving objective:
The Division will appoint a study committee which will examine the issues outlined in the introduction and make recommendations for future funding sources. The LSCA priorities will be developed for the next five years to help meet identified needs. Wisconsin Library Film Circuit will examine its role in the delivery of audiovisual materials to the state. The System and Resource Library Directors will examine the systems role in providing audiovisual materials, especially 16mm films.

Unit Goal III

Maintenance of public library certification and public library system standards.

Unit Objective I
Implement revised Administrative Code rules for public librarian certification.

Strategy for Achieving Objective:

1. Implement the record keeping procedures of continuing education activities for five-

year recertification.

2. Determine number of library personnel in communities under 2000 which need certification and monitor progress in obtaining it.

3. Respond to questions and requests for information on certification.

4. Develop new procedures for reviewing certification requests.

5. Establish guidelines for the Appeals Committee for re-certification and have the committee appointed.

Unit Objective II

Assure availability of course work to meet basic and continuing library education requirements for certification.

Strategy for Achieving Objective:

With UW-Extension Communications Programs staff, plan the course "Public Library Administration" (to be broadcast over ETN, and made into an independent study course utilizing audio cassettes) which will help satisfy the Grade II certification re rement.

Communicate with University of Wisconsin library science and media faculty throughout the state in explaining the educational requirements of public librarian certification so that courses may be offered which meet the requirements.

Public Library Facilities

There has been little effort in recent years to establish the extent of the need for new or expanded public library facilities in Wisconsin. The last major analysis of public library facilities is contained in *Public Library Facilities,* a 1965 publication in the Wisconsin Development Series. Additional information on the background of Wisconsin public library facilities is available in the 1975 Revision of the Long-Range Program *(Wisconsin Library Bulletin,* volume 71, number 5, Supplement, September-October 1975, pages 260-263). The major impetus for obtaining a reliable overview of public library facilities needs in Wisconsin was Title II of the Library Services and Construction Act which provided Federal assistance to local communities for constructing public libraries. Since this title of the act has not been actively funded since 1973, and since the Division for Library Services administers no other funds for public library facilities, the urgency for obtaining statewide information on facility needs has not been great.

Funding and construction of public libraries has become primarily a local endeavor with a few fortunate libraries obtaining federal assistance through non-library related programs such as Revenue Sharing or the Community Development Block Grant program. This approach to funding and construction has not required involvement by the Division for Library Services as was the case with LSCA funding. Again, this resulted in a lower priority for technical assistance from DLS for construction projects.

In reevaluating the duties of consultants at the Division for Library Services it was determined that with the development of consultant services at the public library system level, it was important for the state consultants to concentrate on more specialized areas. Based on input from public libraries, one of the more desirable areas for specialization was defined as public library buildings. When a consultant position came open in 1980, it was decided that the position would include this specialty, and the position was subsequently filled. This position will enable the Division for Library Services to better carry out its responsibility for

assisting municipalities, public library boards, and public library staffs in planning maintenance or remodeling of existing facilities and in planning new structures.

The consultant with the specialty of library buildings will also be able to better define the need for public library facilities in Wisconsin. While it is obvious from all previous studies and reports that the need is great, there has been no systematic effort to define the need. A recent informal spot check of publicly reported and other known building projects for which a need has been perceived by the local librarian or library board indicates a need for approximately 339,000 square feet of floor space. At current building construction costs this represents an investment of over $20,000,000. While these figures are not entirely reliable, they have prompted a more thorough survey of space needs to be conducted in 1980. Information from this survey will also be utilized to support the need for additional federal funding for public library construction.

The deadline for completion of structural modifications to achieve compliance with Section 504 of the Rehabilitation Act of 1973 was June 3, 1980. Section 504 states that "no otherwise qualified handicapped individual . . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Based on the response to the *Wisconsin Public Library Building Survey for Handicapped Accessibility* (see Chapter III), it is evident that the majority of Wisconsin's public libraries are not in compliance with Section 504. While structural modifications are only one aspect of compliance, it will be necessary for the Division for Library Services, local public libraries, and local communities to make significant efforts in regard to this aspect of compliance.

The largest public library building project completed in the period July 1, 1979, through June 30, 1980, was a 11,200 square foot addition to the Stephenson Public Library in Marinette. The addition was constructed at a cost of $650,000 and included $100,000 in Federal Revenue Sharing Funds. The Walter Olson Memorial Library at Eagle River has a new 8,000 square foot building to be occupied in July, 1980. The cost of this project was $450,000 and was almost completely funded through a contribution from the Walter Olson Foundation. The Cudahy Public Library financed a 1,700 square foot addition with $105,950 raised totally from private contributions. The Oregon Public Library along with the Oregon Senior Center occupied a newly renovated building at a total cost of $200,000. The Neenah Public Library made its facility accessible to the handicapped with a $18,300 Community Development Block Grant from the city. The Grantsburg Public Library dedicated new space in the renovated Community Building in May, 1980. Other libraries reported to have occupied new quarters were the Fox Point-Bayside Joint Library and the Sussex Public Library.

Unit Goal

Housing of all public library service programs in physical facilities that are appropriate to their materials, staff, clientele and service needs, and sufficiently flexible and expandable to provide for changing requirements.

Performance Indicators:

1. Number of square feet of additional floor space completed in the preceding year, including replacements, additions, and major remodeling.
2. Number of square feet of additional floor space planned for completion in the next five years including replacements, additions, and major remodeling.

3. Number of square feet of additional floor space needed, including replacements, additions and major remodeling.

4. Number of public library buildings which are in structural compliance with Section 504 of the Rehabilitation Act of 1973.

Unit Objective I

To increase the number of local public libraries which have conducted building space needs assessment studies.

Strategy for Achieving Objective:
The Division for Library Services will initiate efforts at the state level to document the extent of the need for new or expanded public library facilities in Wisconsin by informal methods and through the use of a survey. The Division will continue to encourage the use of the *Wisconsin Library Building Handbook* which provides a method for conducting a building space needs assessment study. The Division's public library consultant will provide technical assistance to local public libraries and to public library system staff on conducting space needs assessments.

Unit Objective II

To increase the number of local public libraries in need of additional space which have prepared written building program statements.

Strategy for Achieving Objective:
The building program statement is the result of what should be an extensive planning process involving the library staff, the board, the community, and appropriate resource people. In order to encourage the high level of planning required for a satisfactory public library building, the Division for Library Services published Raymond M. Holt's *Wisconsin Library Building Handbook* in 1978. In 1980, the Division assigned a part-time library facility specialty within the public library consulting staff. Technical assistance and information at the state and system levels is available to local public libraries involved in preliminary planning for a new or expanded library facility. When appropriate, continuing education opportunities will be provided to system staff and local public library staff on library physical facilities.

Unit Objective III

To increase the number of local public libraries which have evaluated their facilities for compliance with Section 504 of the Rehabilitation Act of 1973 and which have established plans for compliance.

Strategy for Achieving Objective:
The Division for Library Services will continue its efforts to inform public libraries of their responsibilities in regard to compliance with Section 504. It will encourage public libraries to analyze their facilities and to develop specific plans for compliance.

CHAPTER III

Library Services for Specialized Users

The technology used to describe library services for specialized users has historically included: The disadvantaged and underprivileged; the homebound and institutionalized; certain racial and ethnic minorities with special needs; persons with physical and mental handicaps. However, a characteristic of the "post-industrial society" is the need for providing specialized information services in hundreds of discrete disciplines, in order to give scholars, managers, and planners the access to knowledge needed to keep up with accelerated changes in this society. This need is also discussed in this chapter.

There are, of course, many overlaps between services to general users and services to specialized users. These overlaps serve to emphasize current practices in developing library services for any specialized group. There is usually an initial awareness phase consisting of contact with potential consumer groups, needs assessments, and purchase of specialized equipment as a way of introducing library services to people who were traditionally nonusers, or introducing different modes of supplying specialized information to groups to whom traditional information services had become inadequate. This awareness phase also serves to familiarize existing library personnel with any special needs that group might have. This initial phase is frequently funded by outside sources, such as federal categorical aid programs. A second phase usually consists of incorporating these specialized services into the regular budget and services offered by the library or information services organization.

A. The Disadvantaged

1. Elementary and Secondary Education

Even though total public school enrollment declined nearly 3%, enrollment of minorities increased 1%. In the 1979-80 school year Wisconsin public schools enrolled almost 76,481 students in the chief minority categories: American Indian or Alaskan native, 8823; Asian, 4390; Black, 50,571; Hispanic, 12,497.

Several federal and state programs since 1965 have made a great many instructional materials, both print and nonprint, available for use with educationally disadvantaged children in Wisconsin's schools. In a typical year, approximately three percent of Wisconsin's ESEA I allotment is used for the purchase of instructional materials for the school districts participating in the program, enhancing learning opportunities for the nearly 70,000 children identified as educationally disadvantaged.

Some provision is made also for bilingual needs. ESEA Title IV-B, Libraries and Learning Resources, provides approximately 22 percent of its funds for a high-cost allocation to local education agencies. Any local education agency is eligible for this funding under the high-cost allocation if it makes application to the Department of Public Instruction and has students within its school population who meet gifted and talented criteria, or who are bilingual, i.e., children with limited English-speaking ability due to the presence of another language in their background. The Department of Public Instruction's second language education program has been heavily involved in providing appropriate print and audiovisual materials for Indochinese children. They have also been involved in providing in-service training to school districts enrolling Indochinese children.

ESEA Title IV-C can provide additional funds, depending on the nature of the project, for programs with strong library media components which are designed to meet the needs of

specialized users.

A 1975 state law, establishing legislative standards for school districts, included a standard requiring that all public schools provide "adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society" (Wisconsin Statutes s.121.02(2)(j)).

Several of Wisconsin's largest cities have developed collections of professional materials to help teachers and other school staff members work more effectively with students from culturally different or economically or educationally disadvantaged backgrounds. With the increasing use of interlibrary loan, these collections can be shared and the range of resources broadened for all users.

2. Public Library Services

For historical background on public library services to the disadvantaged, see the 1976 Revision of the Long-Range Program *(Wisconsin Library Bulletin,* volume 72, number 5, pages 210-211).

Current Situation

In earlier decades, Wisconsin's rural poor were concentrated in the north, central and east central areas of the state. An analysis of recent population statistics, however, reveals two major population shifts: First, an ever increasing movement from Milwaukee County into contiguous counties; and second, an increasing number of people moving to rural counties in the central and northern parts of the state. By and large, these population shifts are not of the economically, socially, and educationally disadvantaged, but represent an increased mobility of middle class families and individuals. Thus, the designation of disadvantaged areas or counties within the state becomes increasingly meaningless for the purposes of the delivery of public library services to the rural population. Every public library, county library service, and public library system needs to assess the suitability of its materials and services for meeting the needs of the socially and economically disadvantaged. Ways must be found to establish contacts with and encourage library use by individuals who are disadvantaged.

One exception to this generalization concerning the rural disadvantaged is the Native American population. Many Wisconsin Indians live on reservations or on tribal lands governed by a tribal association. Chapter 347, Wisconsin Laws of 1979, among many other changes in library statutes, made Wisconsin only the second state in which tribal governments or tribal associations were recognized as municipalities for the purpose of operating public libraries. With this legislative provision, tribal libraries may join public library systems, and be eligible for state financial assistance.

Only a few of Wisconsin's largest cities have large enough concentrations of disadvantaged and minority populations to have specially targeted programs for meeting their needs. Milwaukee Public Library's Community Librarian North and South programs are the only on-going programs in the state serving urban minority populations. Of particular note at present is the Community Librarian South Program, which serves Wisconsin's more recently arrived Hispanic and American Indian urban communities.

The Community Librarian South project, begun in the early seventies and funded initially with LSCA monies was very much a grassroots project. The first community librarian came from the Milwaukee Hispanic community and utilized her knowledge of Hispanic community groups, resources, and individuals to gain acceptance and understanding of library services by this community. Van stops at social service agencies and private homes,

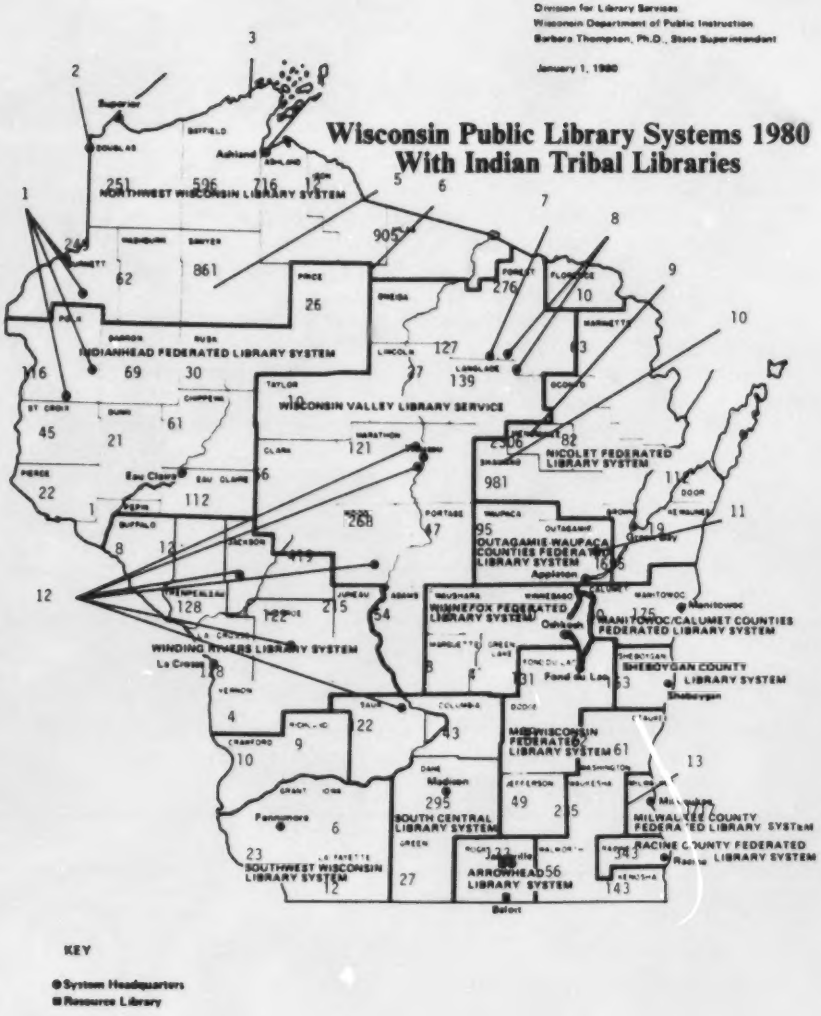
and a community library located in the United Way Community Center were two innovative methods used to extend library services to a previously underserved portion of the population. Today, the program serves over 30,000 patrons and has a staff of 5 1/2 FTE. In addition to the above mentioned services, there is also a specialized collection at the Forest Home Neighborhood Library, and a collection of special Spanish language materials at the Central Library which can be utilized statewide through interloan.

A new dimension of the Community Librarian South program was begun last year—an extension of the program to include library service to American Indians. The Milwaukee Public Library conducted a needs assessment in cooperation with the Milwaukee Indian Education Committee. The two organizations then worked together in drawing up a comprehensive project proposal for library services to American Indians in the metropolitan area. These services include: Van deliveries and stops at local community agencies; purchase of specialized book and audiovisual materials; an extensive public relations effort; consultative services; hiring of a project director from the local Indian community.

Concentrations of Wisconsin's Hispanic community are also found in Kenosha, Racine, Sheboygan, Madison, and Hartford, and in Dodge, Waushara, and Green Lake counties. Specialized library service in these areas was stimulated initially through LSCA grants. In an effort to stimulate and coordinate the development of library services to Hispanics, the Division for Library Services conducted a statewide survey of what public libraries and state agencies were doing in this area. Information gathered from that survey and additional information on providing library services to Hispanics were presented at a statewide "Latinos and Libraries" conference in November, 1978. Informal interloan and communication networks developed as an outcome of this conference, as well as additional requests for LSCA grants for initiation of new services. A future need is for a statewide advisory group to develop a statewide library plan for library services to Hispanics. The arrival of approximately 15,000 Cuban refugees at Fort McCoy in West Central Wisconsin in June, 1980, will have an impact on those rural areas of Wisconsin where some of them are being resettled. With the help of a $2,000 LSCA grant, the Winding Rivers Library System, in cooperation with the Fort McCoy librarian, began providing service soon after the refugees arrived.

The arrival of another refugee group, the Indochinese, presents a challenge to public libraries in several areas of the state. Since 1975, when the first wave of Indochinese refugees arrived from Vietnam, Cambodia, and Laos, the population has grown from 2,400 to 6,100. Those refugees who arrived in 1975 settled mostly in east central and southeastern areas of the state. They were, in general, literate, bilingual, and somewhat familiar with American ways. Recent arrivals, by contrast, are scattered throughout the state, are often illiterate in their own language, and have no knowledge of American culture. Milwaukee and Manitowoc public libraries will receive LSCA grants to purchase materials to meet some of this group's special needs.

Library services for Wisconsin's Indian Reservation communities continues to be one of the most active components of special user services through the cooperative efforts of the tribal librarians, public library systems, Indian Library Training Program, the Statewide Planning Committee for Indian Library Services, and the Specialized Services Consultant at the Division for Library Services. This past year, the Wisconsin Valley Library Service, Nicolet Federated Library System, Indianhead Federated Library System, and Northwest Wisconsin Library System—with the Division for Library Services—co-sponsored a series of workshops specifically designed for Indian librarians. These workshops were also seen as a way to familiarize Indian libraries with system personnel, resources, and services.



The Statewide Planning Committee for Indian Library Services has completed its revision of the *Statewide Plan for Indian Library Services*. The Committee recently completed a planning process for their goals and objectives for the next year. High priority items include: Publication of selection guidelines for Wisconsin tribal materials; publication of a list of Indian counsultants from all subject disciplines; development of traveling displays on Indian viewpoints for adults and children; and the development of career packets on librari-

anship to be distributed to UW System campuses, technical schools, and high schools.

Unit Goal

To plan for and implement the development of appropriate library and information services for urban and rural disadvantaged persons and for ethnic minorities suffering disadvantaged conditions.

Performance Indicators:

1. Adequacy of information on and location of Wisconsin's residents with economic, cultural, and educational deprivation which create need for special library programs.
2. Number of staff members of Wisconsin public libraries and public library systems with special training in public library outreach programs.
3. Number of disadvantaged Wisconsin residents being served by special public library programs for the disadvantaged.
4. Extent to which representatives of the disadvantaged have been involved in planning, implementing and evaluating library programs.
5. Extent to which library materials on ethnic cultures were available in Wisconsin public libraries and public library systems.

Unit Objective I

Provide special library materials and services to Hispanic communities in municipalities where the Hispanic population exceeds one percent of the total population (currently Milwaukee, Racine, Kenosha, Waukesha, Sheboygan, Appleton, and Madison).

Strategy for Achieving Objective:

1. Work with and support existing programs in public libraries in this group.
2. Follow up recommendations of the 1978 "Latinos and Libraries" conference, including further consideration of a planning group to develop a statewide plan.
3. Periodically survey Hispanic population trends and service needs.
4. Continue planning, consultative, and continuing education services for library needs of Wisconsin's Hispanic population.

Unit Objective II

Improve the availability and quality of library service to Wisconsin American Indians in urban and rural areas by at least forty percent.

Strategy for Achieving Objective:

1. Work with tribal community libraries in establishing them as legal public libraries (5 of 10 by 1982).
2. Publish and publicize the second edition of the *Wisconsin Indian Library Services Plan.*
3. Continue to provide basic and continuing library education for the personnel of tribal community libraries.
4. Support the continuation of services to Milwaukee area Indians through the Community Librarian South program.

B. Health and Rehabilitative Library Services

1. Children and Schools: Serving the Handicapped and Institutionalized

Subchapter IV of Chapter 115, Wisconsin Laws of 1973 provided vanguard legislation outlining the rights of handicapped children and young people to the most appropriate educational programs to meet their specialized needs. The DPI Division for Handicapped Children has moved ahead with implementation steps toward local school compliance with the legislative requirement that each district provide or expedite the educational program.

Through funding from Title VI-B of the Education of all Handicapped Children Act, DPI's Division for Handicapped Children has established 18 regional Special Education Learning Resource Centers (RLRC's). These centers house instructional materials of proven usefulness to teachers of EEN (exceptional education needs) children. A major thrust is to provide inservice training and appropriate media resources directly related to the implementation of the individual educational plan (IEP) required to be developed for each child under the new federal law, P.L. 94-142, which took effect in Wisconsin on October 1, 1977.

Like its predecessor, ESEA Title II, ESEA Title IV-B continues to provide funds to assist all elementary and secondary schools with the purchase of instructional materials for their educational programs. Through Title IV-B, library programs are also supported in many state institutions, including Wisconsin's two residential schools for the handicapped: The Wisconsin School for the Deaf (Delavan) and the Wisconsin School for the Visually Handicapped (Janesville).

An article was published in *School Media News*, a semi-annual communication mailed to all school media specialists, acquainting them with the provisions of Section 504 of the Rehabilitation Act of 1973, which assures that persons with physical disabilities are not prevented by architectural barriers from using or working in libraries.

2. Public Library Services for the Handicapped-Current Situation and Strategies

a. Overview and Trends

Public library service trends in the area of specialized services to Wisconsin's handicapped citizens can be evidenced through individual public library system and intertype library coordinated programing. The national emphasis on service to these citizens along with the state mandate (Statutes 43.24(2)(q)) for public library systems to provide service to these user groups has resulted in a multiplicity of innovative projects statewide. Because they have extensive start-up costs for personnel and equipment, LSCA Title I funds often have been used to begin these projects. With 15 percent of Wisconsin's total population considered to have a disabling condition (estimate, Department of Health and Social Services, Division of Vocational Rehabilitation), the need and potential for these services is great. Services for the disabled received a high priority and much attention during both the Governor's and White House Conferences on Library and Information Services.

Public library systems continue to expand their services to the handicapped through mail-a-book, van stops and programs, extended care facilities, provision of specialized equipment at resource and member libraries, improved physical access, and inservice training. LSCA funds have helped strengthen resources and services, and encouraged experimentation. Public libraries have worked in cooperation with local social service, rehabilitation, and consumer groups to provide continuity of service through local budgets.

b. Wisconsin Public Library Building Survey for Handicapped Accessibility.

The *Wisconsin Public Library Building Survey for Handicapped Accessibility* was sent to all of Wisconsin's 347 public libraries in January, 1979. The information gathered was designed to be useful in determining: The present status of the physical accessibility of Wisconsin's public libraries; future needs in terms of remodeling, additions, and new construction.

The decision to divide the responses into categories according to population was based on the fact that 84.1 percent of Wisconsin's public libraries are in communities of under 10,000. The population categories used— "less than 2,000," "2,000-5,000," and "5,000-10,000" are the same used in *Wisconsin Public Library System Standards* (1974).

The responses to the survey questionnaire were not surprising. The suspected high percentage of library buildings inaccessible to the handicapped was confirmed by the statistical data. The existence of steps, absence of ramps, and inadequate restroom facilities make wheelchair accessibility a major problem for most of Wisconsin's existing public library buildings. Wisconsin public libraries have barely begun to address the installation of aids for the visually and hearing impaired. It is important to note, however, that accessibility problems are less in Wisconsin's public libraries located in communities of greater than 10,000 population; these public libraries serve 57 percent of Wisconsin's residents.

In light of the June 2, 1980 deadline for structural changes to be made in existing facilities where it is necessary to achieve program accessibility (U.S. Office of Civil Rights, *Section 504 of the Rehabilitation Act of 1973, Fact Sheet)*, Wisconsin's public libraries need to begin, if they have not already, to work with their local governmental units toward making their buildings accessible. For although alternative programming sites for compliance with the program accessibility component of Section 504 are possible it is usually only a partial and short-term solution to accessibility to all library programs and facilities.

c. Wisconsin Conference on Library Services for Persons with Disabilities.

Sponsored by the Division for Library Services, and held April 20-21, 1980, this Conference drew approximately 120 librarians, library consumers, and representatives from rehabilitative agencies in Wisconsin and other states. One of the major objectives of the Conference was to provide an opportunity for librarians and consumers to interact and discuss their interests and concerns in this area. The format of the Conference—small group sessions addressing case studies depicting attitudinal barriers, and learning group sessions allowing specialists to share their expertise—was chosen by the planning committee to accomplish that objective.

Some of the more pervasive themes which emerged during the meeting were: 1) The need for effective communication—among librarians, but perhaps even more important, between librarians and consumer groups; 2) the ability to utilize more effectively our already existing resources; 3) the need to work with consumers in concerted lobbying efforts in order to realize the promise of legislation concerning the handicapped; 4) effecting better library services for persons with disabilities within an appropriate planning framework. Audio and videotapes of the Conference will be made available, as well as published proceedings.

As a result of this Conference, there has been increased awareness of the issues surrounding handicapped accessibility. This awareness has taken the form of public library system and other types of area library workshops and conferences, site visits by the Division special services consultant and Section 504 coordinator, and increased sensitivity to the needs of the handicapped through signed story hours, brailled materials, and installation of specialized equipment for increased user access.

d. Public Library Services for the Blind and Physically Handicapped

The Wisconsin Regional Library for the Blind and Physically Handicapped (Milwaukee Public Library) currently provides services to 8,609 active readers, and cooperates with 590 agencies statewide in doing so. The program is funded by the state and federal government. Guidance is provided by the Division for Library Services and the National Library Service for the Blind and Physically Handicapped. The latter supplies reading materials, machines, catalogs, and brochures. Volunteers supply needed braille titles, tapes, and enlarged formats. Telephone Pioneers provide needed machine repairs.

The Multistate Center for the Midlands Area is operated by the Clovernook School for the Blind in Cincinnati. It has contracted to provide ten midwestern states with regional supplies of braille and recorded books, publications, and talking-book and cassette machines. By the end of 1979, the Multistate Center was ready to supply National Library Services printed materials to its member libraries, and had its Braille collection ready for circulation. The Midlands Area Conference, held in Lansing, Michigan May 21-23, provided an opportunity for the regional librarians to share ideas on practical methods of improving service.

By the end of 1979, most of the Regional Library's talking books and cassettes were barcoded in preparation for automated circulation. Work has also been begun on updating the reader registration files. Decisions on equipment and format for the automated system were made. This project will be accomplished over a three year period through a combination of state and federal funds.

Unit Goal

To make available public library services on an equitable basis to all Wisconsin's disabled residents.

Performance Indicators:

1. Evaluation of the impact of the automated circulation and reader registration systems of the Wisconsin Regional Library for the Blind and Physically Handicapped.
2. Initiation of annual evaluation of the ability of bookmobile, van and mail-a-book service to reach Wisconsin's aged, homebound and institutionalized handicapped citizens.
3. Installation and patron use of TTY machines (teletypewriters for the hearing impaired).
4. Requests for additional equipment for the handicapped from librarians and library patrons.
5. Demonstration of public library compliance with Section 504, requirements for employment, services and physical accessibility for the handicapped.

Unit Objective I

Increase reader registration and materials use of the Wisconsin Regional Library for the Blind and Physically Handicapped by 10 percent by 1985.

Unit Objective II

Ensure access, through public library systems, to library services for Wisconsin's elderly, homebound, and residents of continuous care centers by 1985.

Unit Objective III

Install TTY's (teletypewriters for the hearing impaired) in all public library system headquarters/resource libraries by 1985.

Unit Objective IV

Assist all public libraries serving populations of more than 4,000 to achieve full compliance with Section 504 regulations.

3. Wisconsin Library Services to the Institutionalized

The Division for Library Services, since 1966, has been able to contribute significantly to the improvement of library services in state institutions and residential schools for the handicapped, and to other agencies responsible for the care and training of handicapped or institutionalized. Wisconsin's 1979 average institutionalized population approximated 10,000. Since 1966, Library Services and Construction Act funds have contributed greatly to improved state institution libraries. Further efforts to improve library service to the institutionalized are provided by the Division. Responsibilities of the Institutionalized Services Librarian of the Reference and Loan Library include interlibrary loan, answering reference requests, assistance in collection-development, and providing individualized reading courses for residents of the institutions. Coordination of LSCA projects and on-site assistance and evaluation of institution libraries are the responsibilities of the Bureau of Public and Cooperative Library Services' Consultant for Specialized Services.

The residential facilities eligible for LSCA funds are operated by three major state departments: 1) Department of Health and Social Services; 2) Department of Public Instruction; and 3) Department of Veterans Affairs. Total budgets and expenditures for library services in these state institutions, although somewhat improved over the past fifteen years, have been both fluctuating and inadequate.

The next two years are a critical time for efforts leading to improvement of institutional library services in Wisconsin. Among factors offering potential for improvement are: The completion of the study of Wisconsin's correctional library system; language strengthening institutional library services included in Chapter 347, Laws of 1979; a cooperative video project and continuing education workshops on long-range planning.

The study of Wisconsin's correctional libraries (*Recommendations for Development and Improvement of Library Services to Residents of Wisconsin Correctional Institutions* by Philip L. Koons) was completed in July of 1979. Major recommendations from the study include the following: 1) Establishment of a coordinator for library services within the Division of Corrections; 2) establishment of an identified on-line budget for library services in the Division of Corrections; 3) establishment of an on-going library committee; 4) formulation of a long-range plan of library services for residents and staff; 5) establishment of a library coordinator position for the correctional camp system; 6) reassignment of the librarian's reporting responsibilities from the Education Director to the Deputy Superintendents for Treatment Services within each facility; 7) upgrade the librarian position at Oakhill to full time and fill vacant positions with persons holding the MLS degree; 8) explore correctional library participation in public library systems, increased consultative ser-

vices from the Division for Library Services, continued service from the Reference and Loan Library, and means of increasing funding for correctional libraries.

Although some work has begun on portions of recommendations 3, 4, 7 and 8, state budget cuts and personnel vacancies make it difficult to evaluate progress on the recommendations as a whole. It is hoped that further action on the recommendations will be incorporated into the planning process for the carrying out of those sections of Chapter Law 347 pertaining to institutions.

The signing of Chapter Law 347 on April 9, 1980, has significant implications for institutional library services in two major areas: s.43.05(6) states that the Division for Library Services shall recommend and distribute standards for institutional library programs; and, under Council Studies, Section 20, the Department of Health and Social Services is asked to develop a plan for the provision of library services to all state institutions by December 31, 1982.

The Division has traditionally worked with institutions in the areas of consultative services, grants, and workshops. With the changes in the state library statutes mentioned above, there is a heightened need for cooperative planning between the Division and the Department of Health and Social Services. The cooperative video project of all Health and Social Services institutional libraries, and the Division's scheduled continuing education workshops on long-range planning can assist this effort.

In March, 1980, a National Institute on Library Service to Jail Populations was held at the Texas Criminal Justice Center. Funded by an HEA Title II-B grant, the Institute was aimed at teams from each state (library personnel, jail staff, public officials, and library trustees). Since only one individual represented Wisconsin, it will be up to appropriate Wisconsin leaders to create a multi-agency planning committee to investigate the current status and future direction of library services for jail populations in Wisconsin.

Unit Goal

To provide adequate and accessible library services to the residents, patients, members and staff of Wisconsin institutions. The Reference and Loan Library will continue, until viable alternatives are available, to provide basic backup library services to Wisconsin's state institutional libraries.

Performance Indicators:

1. Evaluation of fill-rate, turn around time, and staff requirements for institutional interlibrary loan requests.
2. Comparison of costs and service levels from indicator 1 with experimental interloan services from other resource providers such as public library systems.
3. Degree of participation by representatives of appropriate agencies on interagency steering committee.

Unit Objective I

During 1980-81, the Reference and Loan Library will process at least 7,000 requests from Wisconsin's state-operated institutions and successfully complete no less than 70 percent of these requests.

Unit Objective II

By 1985, concerned Wisconsin agencies will have established a comprehensive plan for library services for Wisconsin state institutions, including appropriate patterns of backup services through other agencies, with implementation strategies agreed to by appropriate library and other agencies.

C. Scholars and Specialists

Meeting the information needs of the increasing number of Wisconsin residents whose responsibilities demand access to complex and current data—including planners and managers in business, industry, government, and the professions—are a great variety of specialized information services, far more than can be described here. What follows, then, are mere samples of the ways such needs are being met.

The Wisconsin Health Science Library Network strives to provide rapid and easy access to current and highly specialized health information materials to all health professionals, regardless of urban or rural location.

The Wisconsin Health Science Library Network (WHSLN) reflects the pyramidal structure of the nationwide Biomedical Communications Network (BCN), supported since 1965 by the Medical Library Assistance Act.

Hundreds of local Basic Units in Wisconsin form the base of the pyramid. These libraries—found in hospitals, clinics, other health institutions, college libraries, food or drug manufacturing companies, etc.—provide the most familiar and closest geographical access for the user to the BCN, a system which contains virtually all biomedical literature ever published. If the answer for the health information request is not found locally, the Basic Unit library refers the request to other Basic Unit libraries in the area whose collections are more complete.

If the information is not available in the area, the request continues to the second level of the BCN, the Resource Library. In Wisconsin, there are two Resource Libraries—the Medical Central Library of the Medical College of Wisconsin in Milwaukee, and UW Wm. S. Middleton Health Sciences Library in Madison. Resource libraries in the other five states of the Midwest Health Science Library Network— Illinois, Indiana, Iowa, Minnesota, and North Dakota—offer their collections to back up the WHSLN Resource Libraries.

If unanswered within the Region, the request is forwarded to the top level of the BCN pyramid, the National Library of Medicine in Bethesda, Maryland and if necessary, to the British Lending Library. Wisconsin health science librarians were represented on the statewide interlibrary loan committee and the guidelines contain recommendations for health science library requests, both for health related materials and nonhealth science materials.

The Wisconsin Dissemination Project (WDP) is designed to improve the delivery of information, materials and assistance to Wisconsin teachers and administrators. On February 1, 1980, WDP began the third year of a five-year grant from the National Institute of Education to develop a statewide dissemination network. Seven Cooperative Educational Service Agencies (CESA's) and the WDP office at DPI serve as retrieval and assistance centers for WDP. Five of these centers were established during 1978-79. They are located at CESA's 2, 3, 11, 13, and 14. The last two retrieval centers are being developed at CESA's

6 and 18 during 1980. Presently, the retrieval centers and the WDP office provide computer searches and dissemination services for the schools in their CESA and for schools in CESA's 7, 8, 9, and 15. At the end of five years, every school will be clustered with one of the seven CESA retrieval centers or the WDP office.

In response to requests received from educators, CESA and WDP staff search the nearly 400,000 documents and journal articles in the Educational Resource Information Center (ERIC) files. The searchers use an on-line retrieval system from the Madison Academic Computing Center. If ERIC is not the best source of information, the CESA retrieval centers refer requests to the WDP office in Madison. WDP staff can search about 20 additional national data bases relevant to topics in education. These national data bases have helped to supplement ERIC.

Along with many other library and information services in the executive, legislative, and judicial branches, the Reference and Loan Library contributes to the resources available to state officials and employees in planning, administration, and decision-making. In addition to operating a library for Department of Public Instruction employees, the Reference and Loan collection and staff provide information and materials to state employees through interloan channels with state agency libraries.

Unit Goal

Provide, through the Reference and Loan Library, and through its guidance to other specialized resources, resources to state agency libraries to meet the supplementary and specialized information needs of all state employees.

Performance Indicators:

1. Percentage of state agency library requests to the Reference and Loan Library that are filled or successfully referred to other sources.
2. Degree of success, through the State Agency Cataloging Center, in building a bibliographic data base of the holdings of state agency libraries.

Unit Objective I (short range)

During 1980-81, to process no fewer than 3,500 requests from state agencies and to successfully complete no less than 70 percent of these requests.

Unit Objective I (long-range)

By 1985, to process no fewer than 5,000 state agency requests annually, successfully completing not less than 80 percent of these requests.

Strategy for Achieving Unit Objectives:

The short-range objectives are largely a continuation of current practice, and should be maintained unless major budget cuts intervene. The long-range objectives, however, will require the passage of the state documents law to "free up" existing staff to more vigorously pursue state agency related duties, and also additional collection resources and contractual resource providers in order to better inform state agencies of the services offered and then successfully fulfill the service demands thus generated.

APPENDIX

Library Services and Construction Act

A. Basic Policies, Procedures, Priorities and Criteria

It is the purpose of LSCA to assist the states in the extension and improvement of public library services in areas which are without such services or in which such services are inadequate, with public library construction, and in the improvement of such other State library services as library services for physically handicapped, institutionalized and disadvantaged persons, in strengthening State library administrative agencies, and in promoting interlibrary communication among all types of libraries.

In 1974 another priority, library services to persons of limited English-speaking ability, was added. The 1977 amendments incorporated a funding "trigger" to improve the capability of public libraries in densely populated areas to serve as major resource libraries. In Wisconsin, these purposes are implemented under the following general policies and crite-

1. Areas without access to public library services.

   The areas represented by local government units which do not make appropriations to maintain public library services.

2. Areas in which public library services are inadequate.

   The areas which do not meet desirable standards as outlined in

   Wisconsin Public Library System Standards
   Minimum Standards for Public Library Systems, 1966, ALA
   Interim Standards for Small Public Libraries, 1962, ALA
   Standards of Quality for Bookmobile Services, 1963, ALA
   Public library system funding equal to 20% of local expenditures.

*The LSCA advisory committee will be requested to assess the appropriateness of using ALA's *A Planning Process for Public Libraries* in assessing the adequacy of public library services.

*The LSCA Advisory Committee will also investigate setting per capita funding standards for public library services.

3. Urban and rural areas with high concentration of low-income families

   "Disadvantaged persons" means persons who have educational, socioeconomic, cultural, or other disadvantages that prevent them from receiving the benefits of library services designed for persons without such disadvantages and who for that reason require specially designed library services. The term includes persons whose needs for such special services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or other handicapped persons unless such persons also suffer from the disadvantages described in this paragraph.

   Characteristics of disadvantaged persons may include the following:

   Persons with poor educational background.
   Persons who are receiving less than poverty level incomes.
   Persons from areas characterized by excessive unemployment.
   Persons from areas characterized by excessive low income rates.

Members of ethnic minority groups which have been discriminated against.

Persons who have been isolated from cultural, educational and/or employment opportunities.

Persons who, due to a combination of environmental, cultural, and historical factors, lack motivation for taking advantage of available library services.

Persons who are dependent upon social services to meet their basic needs.

Counties or portions of counties identified by census, state government agency, or local government reports as having much unemployment, many low-income families, or other criteria of disadvantagement qualify for funds under this definition. Other standards used to measure adequacy of service are the same as for number 2 above.

4. Persons who are physically handicapped, including the Blind.

The following standards are used to ensure adequacy of library service.

Standards for Library Services for the Blind and Visually Handicapped, 1967, ALA.

*The LSCA Advisory Committee will review for adoption

Standards of Service for the Library of Congress Network of Libraries for the Blind and Physically Handicapped. Chicago, ALA, 1978.

5. Persons who are institutionalized (state)

The following standards are used to measure adequacy of library service.

Standards for Library Services in Health Care Institutions, 1970, ALA

Objectives and Standards for Libraries in Correctional Institutions, 1962.

Manual of Standards for Adult Correctional Institutions, 1977, American Correctional Association

Library Standards for Juvenile Correctional Institutions, 1975, ALA

Library Standards for Jails and Detention Facilities, ALA, 1978

Koons, Phil, *Recommendations for Development and Improvement of Library Services to Residents of Wisconsin's Correctional Institutions,* 1979.

6. Areas with high concentration of persons with limited English-Speaking ability.

Defined as governmental or school district areas containing more than 250 persons whose primary language is other than Engiish, as identified by state agencies or federal census reports. In addition to those standards in number 2 above the following are used to measure adequacy of library service.

1980 Revised Statewide Plan to the Development of Indian Library Services in Wisconsin

Cuesta, Yolanda and Patricia Tarin, *Guidelines for Library Service to the Spanish Speaking, Library Journal,* July 1978.

7. Major urban resource libraries

1. Population of city is 100,000 or greater.

2. Collection is at least twice as large as that of other public libraries in its public library system area, exceeds 300,000 items and includes print and nonprint materials.

3. Collection is available for walk-in use to all residents of geographic area served.

4. Collection is available for interlibrary loan to all libraries in geographic area served and the library fills at least 60 percent of interlibrary loan and reference requests referred from the area served.

5. Library serves as the resource library for a public library system according to Chapter 43 of the Wisconsin Statutes.

6. Library is a part of the statewide network and refers requests to the Reference and Loan Library.

7. Library has 16mm film collection and other specialized collections.
8. Library has a professional staff of over 20 persons.

Policies and Procedures for Major Urban Resource Libraries

1. Library must meet criteria for major urban resource library.
2. Library must submit grant application for LSCA Title I funds.
3. Grant will be awarded, monitored and evaluated in the same manner as regular Title I grants.
4. Amount awarded to major urban resource libraries will be figured in the following manner: For a state in which the total population of the cities with 100,000 population or more does not exceed 50 percent of the state's total population, the state shall reserve a percentage of the allocation equal to the ration of the combined population of these cities to the state's total population.

8. Public library construction

No LSCA construction funds have been available since 1973. Eligible applicants would be municipal (including county) libraries organized under the provisions of Wisconsin Statutes Chapter 43, public library system headquarters and the State library administrative agency. Highest priority would be given to system resource or headquarters libraries, and libraries serving as county resource libraries within systems.

B. Annual Criteria and Priorities

Criteria for LSCA Titles I and III, October 1, 1980-September 30, 1981.

Evidence of planning involving participating organizations and/or users
Description of method of evaluation
Relevance to the Comprehensive Long-Range Plan for Library Services *(Wisconsin Library Bulletin,* September-October 1979 issue)
Relevance to LSCA priorities for current year
Relevance to library standards (e.g., Wisconsin Public Library System Standards, Minimum Standards for Public Library Systems, 1956 (ALA)
Provision for personnel to administer and/or carry out the project
Evidence of long-range planning to continue the project when LSCA funds are no longer available.
Technological compatibility with state and national standards for automated procedures (e.g., MARC format).
In addition, when applicants plan to apply for LSCA funding for two or three years on a single project, the following criteria will be used:
Evidence of long-range planning including objectives and activities to be achieved during the proposed time frame
Inclusion of a budget for each year
Rationale for importance of multi-year funding for the project.

Special Categories for LSCA Title I Projects

The Library Services and Construction Act specifically emphasizes or requires maintenance of effort (the expenditure of the same amount of funds each year) in the following

areas. Libraries and the state agency are eligible to apply for funds in these areas because of their unique role and/or federally mandated functions.

Facilitate the state library agency's ability to plan, monitor, report and evaluate LSCA programs in accordance with federal regulations and to strengthen its capabilities for meeting the library needs of the people in the state.

Enable public libraries which serve as national and regional resource centers to develop their strength. (According to a definition cited in the *Wisconsin Library Bulletin*, September-October, 1975, page 287, only Milwaukee Public Library would be eligible.)

Enable public libraries in cities of over 100,000 population to improve library services within the regional area they serve. Only Milwaukee and Madison Public libraries would be eligible.

Enable state institutional (correctional, custodial, rehabilitative) libraries to strengthen library services through innovative demonstration projects.

In Wisconsin, development of public library systems has been the primary activity for carrying out the LSCA purpose of establishing and improving library services in areas of the state which are without such services or in which such services are inadequate. Funds will be available on a formula basis for the following purpose:

Enable emerging public library systems to strengthen their materials resources. Emerging systems are:

(a) systems that began operation January 1, 1978 or later; or

(b) systems that have added new territory (counties, municipalities) to their area since January 1, 1980.

The total amount available for this purpose will be determined during the grant review process and will depend on the number of applications for this purpose and total funds available. Once a total amount is set, individual grants will be apportioned according to the state aid formula.

Priorities for LSCA Title I Projects

The Division for Library Services and the LSCA Advisory Committee view the major purpose of LSCA funds as short-term support: investigation, innovation or demonstration of library service programs. It is anticipated that such projects will be incorporated into the applicant's regular program of library services when LSCA funding ends. Funds are available for special projects but not for ongoing basic support of library organizations. Innovation and demonstration are defined as programs which are new or innovative for the applicant, not necessarily for the library community as a whole. Short term is defined as from one to three years. Generally, projects are funded for one year at a time. However, consideration will be given to requests for multi-year funding of projects.

The following priorities will apply to applications for projects to be funded by LSCA Title I funds during the 1980-81 fiscal year—October 1, 1980 to September 30, 1981. All projects will be judged according to the criteria listed on the following page. Within categories A, B and C, all priority statements have equal status.

Grants in the following areas will be given 'A' Priority:

Provide public library demonstration programs in areas of the state not yet in public library systems to promote system development.

Provide for statewide studies or development of statewide plans in specific areas of library service and implementation of already completed statewide, multistate and national plans.

Provide for public library system or statewide experimentation with the use of computerized procedures to improve library services and operations and access to materials and services. (The LSCA Advisory Committee is currently sponsoring an Automation Study. Since recommendations from this Study will not be available until September, 1980, grant applications for automated circulation systems will not be considered for funding this year; retrospective conversion projects will be considered only for library collections having major statewide resource sharing significance, which already have a significant number of titles on archive tape.)

Grants in the following areas will be given 'B' Priority:

Enable public library systems to plan and/or implement resource sharing programs with other types of libraries in the system area providing for appropriate sharing of library resources to benefit the clientele of all libraries.

Enable public library systems to plan and/or implement demonstration programs that will serve population groups with special needs, e.g., urban and rural disadvantaged, racial minorities, persons with limited English-speaking ability, the handicapped and those in public institutions.

Permit public library systems to plan and/or implement programs that will expand the breadth and depth of services and materials to general users.

Grants in the following areas will be given 'C' Priority:

Enable public libraries to plan and/or implement demonstration programs that will serve population groups with special needs, e.g., urban and rural disadvantaged, racial minorities, persons with limited English-speaking ability, the handicapped and those in public insitutions.

Enable public libraries to plan and/or implement programs that will expand the breadth and depth of services and materials to general users of all ages.

Permit further development of educational and inservice training opportunities for librarians.

LSCA Title II - As stated earlier, no funding is available for public library construction.

Priorities for LSCA Title III Projects

The following priorities will apply to applications for projects to be funded by LSCA Title III funds during the 1980-81 fiscal year—October 1, 1980 to September 30, 1981.

A. Statewide projects with potential for increasing user access to existing library resources.

B. Projects that will enable area multitype organizations to plan and implement demonstration programs for cooperative resource sharing.

C. Projects that would enable individual libraries of all types to plan and implement demonstration programs for cooperative resource sharing. (Projects may be administered by one library, but must involve planning and participation by at least two types of libraries.)

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